

Broward County Public Schools

Piper High School



2022-23 Schoolwide Improvement Plan

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Piper High School

8000 NW 44TH ST, Lauderdale, FL 33351

[no web address on file]

Demographics

Principal: Marie Hautigan

Start Date for this Principal: 1/1/2018

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)	86%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (51%) 2018-19: C (48%) 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.

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Piper High School

8000 NW 44TH ST, Lauderdale, FL 33351

[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	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Piper faculty and staff community follow a continuous improvement model in teaching, learning, safety, and security. Through Professional Development, mentoring opportunities, peer-to-peer support, and district-supported professional development, teachers and administrators continue to improve their practice to better serve the academic and social-emotional needs of the diverse Piper student population.

Provide the school's vision statement.

"We, the Piper High School Community, recognize the needs of our diverse population and are committed to ensuring that all students receive a quality education within a safe and secure environment." Educating today's students to succeed in tomorrow's world.

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
Boyett, Jamie	ESE Specialist	Exceptional Student Education (ESE) Specialists are responsible for providing support to schools to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems.
Kothe, Patrick		The role of an assistant principal is to provide strategic direction in the school system. Principals develop standardized curricula assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Smith Clark, Rocie		The role of an assistant principal is to provide strategic direction in the school system. Principals develop standardized curricula assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Lewis, Matthew		The role of an assistant principal is to provide strategic direction in the school system. Principals develop standardized curricula assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Hautigan , Marie		The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.

Demographic Information

Principal start date

Monday 1/1/2018, Marie Hautigan

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.*

16

Total number of teacher positions allocated to the school

110

Total number of students enrolled at the school

2,333

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.

7

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	606	645	541	545	2337
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	182	205	240	298	925
One or more suspensions	0	0	0	0	0	0	0	0	0	60	65	36	26	187
Course failure in ELA	0	0	0	0	0	0	0	0	0	86	79	79	16	260
Course failure in Math	0	0	0	0	0	0	0	0	0	150	127	152	67	496
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	177	201	121	28	527
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	256	270	85	5	616
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	30	12	48	1	91

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	254	184	206	95	739

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	0	29	29
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	16	6	3	8	33

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	635	0	0	0	635
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	569	0	0	569
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	552	0	552
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	552	552
Course failure in Math	0	0	0	0	0	0	0	0	0	87	62	108	88	345
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	192	143	124	139	598
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	206	156	110	200	672
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	2	0	0	0	2

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	265	211	175	190	841

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	5	12	15	40

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	635	0	0	0	635
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	569	0	0	569
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	552	0	552
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	552	552
Course failure in Math	0	0	0	0	0	0	0	0	0	0	87	62	108	88	345
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	192	143	124	139	598
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	206	156	110	200	672
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2

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	0	265	211	175	190	841

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	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	8	5	12	15	40

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	37%	52%	51%				38%	57%	56%
ELA Learning Gains	56%						51%	52%	51%
ELA Lowest 25th Percentile	50%						43%	45%	42%
Math Achievement	18%	41%	38%				29%	51%	51%
Math Learning Gains	41%						35%	44%	48%
Math Lowest 25th Percentile	60%						29%	43%	45%
Science Achievement	40%	35%	40%				54%	66%	68%
Social Studies Achievement	55%	51%	48%				53%	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	54%	67%	-13%	67%	-13%

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	52%	67%	-15%	70%	-18%

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	31%	56%	-25%	57%	-26%

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	21	42	39	17	38	55	24	29		100	29
ELL	19	51	44	19	48	62	35	41		100	62
ASN	58	67						57			
BLK	33	55	51	17	39	57	37	52		99	51
HSP	41	58	46	22	43	68	44	55		100	67
MUL	48	80		9						100	57
WHT	55	53		28	46		57	70		100	57
FRL	34	57	53	19	43	60	41	50		100	53
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	20	32	24	13	19	26	31	31		100	20
ELL	16	47	43	8	21	35	29	27		100	65
ASN	45	40		7				60		100	85
BLK	32	35	29	10	16	29	38	49		98	41
HSP	40	46	45	17	15	24	44	55		99	56
MUL	57	42		25	10			80		95	44
WHT	49	61	60	19	22		68	85		89	63
FRL	31	36	32	10	17	33	37	46		98	43
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	40	33	21	29	13	32	33		94	21
ELL	14	46	51	17	32	33	32	33		84	55
ASN	56	53		36	33			80		100	71
BLK	33	50	41	26	33	29	51	48		95	43
HSP	46	55	64	34	42	33	57	65		94	55
MUL	72	65		29	14		67	56		100	69
WHT	49	47	27	49	46		60	64		96	60
FRL	35	49	44	26	32	27	51	48		95	47

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	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	559
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	48
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	61
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
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	54
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	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	58
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	50
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?

Piper data showed that:

- 34% of 9th grade ELA students scored a level 3 or higher in 2021, a 1% increase in 2022
- 35% of 10th grade ELA students scored a level 3 or higher in 2021, an 2% increase in 2022
- 10% of Alg. 1 students scored level 3 or higher in 2021, an 11% increase from 2022
- 13% of Geometry students scored a level 3 or higher, an 1% increase from 2022
- 53% of US History students scored a level 3 or higher in 2021, an 2% increase from 2022
- 42% of Biology students scored a level 3 or higher in 2021, an 2% decrease from 2022
- In 2021, the Economically Disadvantaged subgroup’s percent of points was 38%, and in 2022 the percent of points were 51%
- In 2021, the Students with Disability (SWD) subgroup’s percent of points was 32%, and in 2022 the percent of points was 39%
- In 2021, the English Language Learners (ELL) subgroup’s percent of points was 39%, and in 2022 the percent of points was 48%

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

Math (18%) proficiency & ELA (37%) Achievement demonstrated the greatest need for improvement.

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

Contributing factors were students not mastering the EOC and FSA standards. The Covid-19 pandemic contributed to the low proficiency rate in Math and ELA.

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

Performance scores increased for Black students was 38% in 2021 and increased to 49% in 2022. Performance scores increased for Hispanic students was 44% in 2021 and increased to 54% in 2022.

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

Ongoing progress monitoring using the MTSS (multi-tiered support system), support staff push in the program to provide classroom teachers with additional support in helping address student needs. We will continue to use the scheduling of classes to ensure students' academic needs are met and provide ongoing professional development for teachers serving ELL, SWD, and the lowest 25 students.

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

Master scheduling allow flexibility in study hall classes for push-outs for remediation with at-risk students. Progress monitoring with common assessments and state-mandated assessments will assist in addressing unfinished learning and inequities to closing the achievement gaps.

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

Teachers will be provided with professional development opportunities for progress monitoring and effective strategies for closing the achievement gap. Teachers will focus on accelerated learning to support and challenge students before, during, and after each lesson to ensure they move towards meeting or exceeding grade-level expectations.

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

School officials will continue to provide afterschool tutoring to address students' deficiencies in core content areas. We will also identify evidence-based interventions to ensure students own their learning through self-efficacy and self-esteem in rigorous classrooms and afterschool programs. Additionally, a focus will be on monitoring Social and emotional indicators exhibited by students, which hinder learning in and out of the classroom.

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.

In 2021, the Students with Disability (SWD) subgroup’s percentage of points was 32%, and in 2022 the percentage of points was 39%.

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

By June 2023, the Federal Index percentage of points for Students with Disabilities will increase from 39% to 40% or higher by the end of the school year and as demonstrated on the FAST results.

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

FAST, FSA, and EOCs assessment scores will be monitored closely to assess students' thinking, academic growth, and learning gaps.

Person responsible for monitoring outcome:

Rocie Smith Clark (rocie.smithclark@browardschools.com)

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

Teachers will focus on accelerated learning to support and challenge students before, during, and after each lesson to ensure they move towards meeting or exceeding grade-level expectations.

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

Effective accelerated learning attends to the social-emotional and academic needs of students. Teachers can provide high-quality instruction to increase relevancy and meaningful adapted lessons.

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 action steps are as follows:
 Continue to increase teachers' knowledge and understanding of accelerated learning for building students' self-efficacy through Professional Learning Community discussions. Provide follow-up support to teachers through classroom visits and departmental meetings. Additionally, teachers will have data chats with students and have follow-up discussions with the department chair and administrator.

Person Responsible Rocie Smith Clark (rocie.smithclark@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 administrators will review the Cognia Student, Teacher, and Parent survey results to determine if the

school is using the eight (8) forces that shape the school culture:

1. Expectations for students.
2. Language teachers use to shape students' thinking critically.
3. Time used for our school to work effectively.
4. Modeling to reinforce effective learning culture in and out of school.
5. Opportunities for students to apply to learn through research-based strategies.
6. Effective teaching and learning routines that occur in the classroom.
7. Staff-to-student interactions to build open communication.
8. Providing physical space where learning and teaching work together.

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

The School Advisory Committee (SAC), School Advisory Forum (SAF), and core group of teachers and administrators will work collaboratively to promote student achievement. Students will be highlighted during Academic & Curriculum Night, Guidance PSAT/SAT support, Parent Night, Student Achievement Celebrating, and Student and Teacher of the Month hosted by the City of Sunrise. Parents of SAC, SAF, and PTSA will volunteer to assist and ensure the success of community and family engagement.