

Broward County Public Schools

# Coral Springs High School



## 2022-23 Schoolwide Improvement Plan

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## Table of Contents

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|   |           |
|---|-----------|
| <b>School Demographics</b>                | <b>3</b>  |
| <b>Purpose and Outline of the SIP</b>     | <b>4</b>  |
| <b>School Information</b>                 | <b>7</b>  |
| <b>Needs Assessment</b>                   | <b>37</b> |
| <b>Planning for Improvement</b>           | <b>41</b> |
| <b>Positive Culture &amp; Environment</b> | <b>0</b>  |
| <b>Budget to Support Goals</b>            | <b>0</b>  |

# Coral Springs High School

7201 W SAMPLE RD, Coral Springs, FL 33065

[ no web address on file ]

## Demographics

Principal: Vivian Suarez

Start Date for this Principal: 2/7/2017

|  |   |
|--|---|
| <b>2019-20 Status</b><br>(per MSID File)   | Active  |
| <b>School Type and Grades Served</b><br>(per MSID File)  | High School<br>9-12   |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education  |
| <b>2021-22 Title I School</b>  | No  |
| <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 79%   |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2021-22: C (49%)<br>2018-19: C (53%)<br>2017-18: C (53%)  |
| <b>2019-20 School Improvement (SI) Information*</b>  |   |
| <b>SI Region</b>   | Southeast   |
| <b>Regional Executive Director</b>   | <a href="#">LaShawn Russ-Porterfield</a>  |
| <b>Turnaround Option/Cycle</b>   | N/A   |
| <b>Year</b>  |   |
| <b>Support Tier</b>  |   |
| <b>ESSA Status</b>   | ATSI  |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .   |   |

## 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](http://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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## Table of Contents

---

|                                       |           |
|---------------------------------------|-----------|
| <b>Purpose and Outline of the SIP</b> | <b>4</b>  |
| <b>School Information</b>             | <b>7</b>  |
| <b>Needs Assessment</b>               | <b>37</b> |
| <b>Planning for Improvement</b>       | <b>41</b> |
| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>0</b>  |

## Coral Springs High School

7201 W SAMPLE RD, Coral Springs, FL 33065

[ no web address on file ]

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|--|
| High School<br>9-12                              | No                     | 79%  |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                           | No                     | 84%  |

### 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 Coral Springs High School is to prepare students to meet the challenges of education, work, and life as we foster equal opportunities for success and celebration, in a safe environment of mutual respect that honors the diversity of the school community.

#### **Provide the school's vision statement.**

At Coral Springs High School, we prepare our students to be academically competitive, culturally appreciative, and technologically proficient. We foster a love of learning and regularly engage in professional collaboration. We support a safe and positive environment of mutual respect that honors the diversity of the school community. We practice the careful analysis of student assessments to increase student achievement in preparation for college and career readiness. We value the partnership that exists between our school and the community and the part it plays in radiating our tradition of excellence.

### 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   |
|----------------|----------------|---|
| Suarez, Vivian | Principal      | <p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> <li>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</li> <li>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).</li> <li>3. Achieve expected results on the school's student learning goals.</li> <li>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</li> <li>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</li> <li>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.</li> <li>7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff.</li> <li>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.</li> <li>9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.</li> <li>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.</li> <li>11. Structure and monitor a school learning environment that improves learning for a diverse student population.</li> <li>12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.</li> <li>13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.</li> </ol> <p>ORGANIZATIONAL LEADERSHIP:</p> |



| Name | Position Title | Job Duties and Responsibilities  |
|------|----------------|--|
|      |                | <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p><b>PROFESSIONAL AND ETHICAL LEADERSHIP:</b></p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> |

| Name         | Position Title      | Job Duties and Responsibilities   |
|--------------|---------------------|---|
|              |                     | <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance &amp; Accountability or designee, consistent with the goals and objectives of the position.</p>  |
| King, Tameka | Assistant Principal | <p>ESSENTIAL PERFORMANCE RESPONSIBILITIES: LEADERSHIP:</p> <p>1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.*</p> <p>2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives.</p> <p>3. Model and maintain high standards of professional conduct.</p> <p>4. Set high standards and expectations for self, others, and school.</p> <p>5. Maintain an active involvement in the school improvement planning process.*</p> <p>6. Use quality improvement principles and processes in daily administration of school.*</p> <p>7. Anticipate difficult situations and develop plans to handle them.</p> <p>8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn.</p> <p>9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.*</p> <p>10. Assist in providing leadership and direction for all aspects of the school's operation.</p> <p>11. Build teams to accomplish plans, goals and priorities.</p> <p>12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.</p> |

| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | <p>13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.</p> <p>14. Assist in establishing and utilizing the Sterling process to ready the school and community for change.</p> <p>15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.*</p> <p>16. Maintain visibility and accessibility on the school campus and at school related activities and events.</p> <p>17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.</p> <p>18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>19. Assist in providing leadership to involve the school in quality initiatives.*</p> <p>20. Assist with aligning school initiatives with District, state, and school goals and objectives.</p> <p>21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.</p> <p>22. Communicate school information, goals, student learning and behavior expectations to all customer groups.*</p> <p>23. Use effective communication techniques with students, teachers, parents and stakeholders.</p> <p>24. Provide for the articulation of the school's instructional program among school personnel.</p> <p>25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature.</p> <p>26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.</p> <p>27. Assist in the planning and implementation of initiatives in the Innovation Zone.</p> <p><b>INFORMATION &amp; ANALYSIS:</b></p> <p>28. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.*</p> <p>29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.</p> <p>30. Address the diverse needs of the school population consistent with the District's Strategic Plan.</p> |

| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | <p>31. Analyze and use data for decision-making or to improve actions, plans and process.*</p> <p>32. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.</p> <p>33. Access, analyze, interpret and use data in decision- making.</p> <p>34. Use benchmarks and comparison data in the analysis of results.*</p> <p>35. Make data accessible to all stakeholders.* STRATEGIC QUALITY PLANNING:</p> <p>36. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.*</p> <p>37. Assist with facilitating and coordinating the development of the School's Improvement Plan.</p> <p>38. Set high goals and standards for self, others and the organization.</p> <p>39. Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.*</p> <p>40. Assist in the selection and acquisition of instructional materials and equipment.</p> <p>41. Collect input and analyze data to develop goals.</p> <p>42. Assist with the management of student accounting at the assigned school as it relates to Florida Education Finance Program (FEFP) funding and future planning.</p> <p>43. Develop the master schedule and assign teachers according to identified needs.</p> <p>44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.*</p> <p>45. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.*</p> <p>46. Assist in establishing procedures to monitor processes, activities and responsibilities and respond to feedback.</p> <p>47. Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>48. Assist with facilitating the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.</p> <p>49. Assist with providing recognition and celebration for student, staff, and school accomplishments. CUSTOMER FOCUS:</p> <p>50. Develop positive relationships with customers (students, parents,</p> |

| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | <p>teachers, community, etc.).*</p> <p>51. Assist with facilitating a program of family and community involvement.</p> <p>52. Serve as arbitrator for serious discipline problems in accordance with District policy and state statutes.</p> <p>53. Develop and maintain positive school/community relations and act as liaison between the two.</p> <p>54. Assist in promoting/marketing the school and its priorities to the community.</p> <p>55. Assist in establishing processes and methods to respond to valid customer requirements.*</p> <p>56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.</p> <p>57. Work with parents to resolve complaints or concerns.</p> <p>58. Interact with government and service agencies relative to student welfare.</p> <p>59. Assist in establishing processes to determine customer needs and level of satisfaction.*</p> <p>60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.</p> <p>61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized.</p> <p>62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.*</p> <p>63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community.</p> <p>64. Assist with the development of activities with business partners that promote student achievement. HUMAN RESOURCES:</p> <p>65. Assist in analyzing data and information to plan staff development to accomplish school goals.*</p> <p>66. Assist with the completion of the annual Needs Assessment to determine staff development.</p> <p>67. Assist with providing staff development opportunities and feedback to personnel at the assigned school.</p> <p>68. Assist in building a school community and environment which supports learning and growth for everyone toward realization of the school's mission.*</p> <p>69. Assist with the development and implementation of an effective staff development program.</p> <p>70. Participate in District management meetings and other activities to enhance</p> |

| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | <p>professional development.</p> <p>71. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.</p> <p>72. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>73. Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.*</p> <p>74. Delegate responsibilities to appropriate staff members.</p> <p>75. Consider data and results from action research when solving problems and improving processes.</p> <p>76. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.*</p> <p>77. Assign tasks and supervise personnel in task accomplishment including special projects.</p> <p>78. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>79. Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.*</p> <p>80. Assist with interviewing and selection of qualified personnel to be recommended for appointment.</p> <p>81. Assist with establishing job assignments and supervising of all assigned personnel, conducting annual performance appraisals, and making recommendations for appropriate employment actions according to School Board Policy and Procedures adopted by the School Board.</p> <p>82. Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p> <p>83. Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.*</p> <p>MANAGEMENT OF PROCESSES:</p> <p>84. Assist in identifying quality requirements of materials/ services and communicates this information to parents, community and suppliers.*</p> <p>85. Access District and community resources to meet school needs.</p> <p>86. Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.</p> <p>87. Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action.*</p> |

| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | <p>88. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs and services.*</p> <p>89. Understand, support, and implement School Board, State, and Federal Policies, procedures, negotiated agreements and district decisions.*</p> <p>90. Assist with the implementation and administration of negotiated employee contracts at the school site.</p> <p>91. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. OPERATIONAL RESULTS:</p> <p>92. Show positive trends in the achievement of improvement goals in the areas of operation (key goals), business practices (efficiency) and customer satisfaction.*</p> <p>93. Assist with managing and supervising the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.</p> <p>94. Assist with establishing and managing student accounting and attendance procedures at the assigned school.</p> <p>95. Supervise and monitor the accurate completion of data collection and submits resulting reports according to timelines.</p> <p>96. Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.</p> <p>97. Provide leadership in the effective use of technology in the classroom and in school administration.</p> <p>98. Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs.</p> <p>99. Assist with monitoring the custodial program at the school to ensure a clean, healthy, and safe learning environment.</p> <p>100. Assist with coordinating plant safety and facility inspections at the assigned school.</p> <p>101. Supervise transportation services at the assigned school.</p> <p>102. Assist with the supervision of all extracurricular programs at the assigned school.</p> <p>103. Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements.</p> <p>104. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of the School Board of Broward County.</p> <p>105. Ensure adherence to good safety procedures.</p> |



| Name             | Position Title      | Job Duties and Responsibilities  |
|------------------|---------------------|--|
|                  |                     | 106. Perform other incidental tasks consistent with the goals and objectives of this position.   |
| Saunders, Darius | Assistant Principal | <p>ESSENTIAL PERFORMANCE RESPONSIBILITIES: LEADERSHIP:</p> <ol style="list-style-type: none"> <li>1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.*</li> <li>2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives.</li> <li>3. Model and maintain high standards of professional conduct.</li> <li>4. Set high standards and expectations for self, others, and school.</li> <li>5. Maintain an active involvement in the school improvement planning process.*</li> <li>6. Use quality improvement principles and processes in daily administration of school.*</li> <li>7. Anticipate difficult situations and develop plans to handle them.</li> <li>8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn.</li> <li>9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.*</li> <li>10. Assist in providing leadership and direction for all aspects of the school's operation.</li> <li>11. Build teams to accomplish plans, goals and priorities.</li> <li>12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.</li> <li>13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.</li> <li>14. Assist in establishing and utilizing the Sterling process to ready the school and community for change.</li> <li>15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.*</li> <li>16. Maintain visibility and accessibility on the school campus and at school related activities and events.</li> <li>17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.</li> <li>18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</li> <li>19. Assist in providing leadership to involve the school in quality initiatives.*</li> <li>20. Assist with aligning school initiatives with District, state, and school goals and</li> </ol> |



| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | <p>objectives.</p> <p>21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.</p> <p>22. Communicate school information, goals, student learning and behavior expectations to all customer groups.*</p> <p>23. Use effective communication techniques with students, teachers, parents and stakeholders.</p> <p>24. Provide for the articulation of the school's instructional program among school personnel.</p> <p>25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature.</p> <p>26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.</p> <p>27. Assist in the planning and implementation of initiatives in the Innovation Zone.</p> <p><b>INFORMATION &amp; ANALYSIS:</b></p> <p>28. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.*</p> <p>29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.</p> <p>30. Address the diverse needs of the school population consistent with the District's Strategic Plan.</p> <p>31. Analyze and use data for decision-making or to improve actions, plans and process.*</p> <p>32. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.</p> <p>33. Access, analyze, interpret and use data in decision- making.</p> <p>34. Use benchmarks and comparison data in the analysis of results.*</p> <p>35. Make data accessible to all stakeholders.*</p> <p><b>STRATEGIC QUALITY PLANNING:</b></p> <p>36. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.*</p> <p>37. Assist with facilitating and coordinating the development of the School's Improvement Plan.</p> <p>38. Set high goals and standards for self, others and the organization.</p> <p>39. Assist in communicating overall School Improvement</p> |

| Name | Position Title | Job Duties and Responsibilities  |
|------|----------------|--|
|      |                | <p>Plan requirements to all staff so they can describe how the goals and plans relate to their work.*</p> <p>40. Assist in the selection and acquisition of instructional materials and equipment.</p> <p>41. Collect input and analyze data to develop goals.</p> <p>42. Assist with the management of student accounting at the assigned school as it relates to Florida Education Finance Program (FEFP) funding and future planning.</p> <p>43. Develop the master schedule and assign teachers according to identified needs.</p> <p>44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.*</p> <p>45. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.*</p> <p>46. Assist in establishing procedures to monitor processes, activities and responsibilities and respond to feedback.</p> <p>47. Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>48. Assist with facilitating the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.</p> <p>49. Assist with providing recognition and celebration for student, staff, and school accomplishments. CUSTOMER FOCUS:</p> <p>50. Develop positive relationships with customers (students, parents, teachers, community, etc.).*</p> <p>51. Assist with facilitating a program of family and community involvement.</p> <p>52. Serve as arbitrator for serious discipline problems in accordance with District policy and state statutes.</p> <p>53. Develop and maintain positive school/community relations and act as liaison between the two.</p> <p>54. Assist in promoting/marketing the school and its priorities to the community.</p> <p>55. Assist in establishing processes and methods to respond to valid customer requirements.*</p> <p>56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.</p> <p>57. Work with parents to resolve complaints or concerns.</p> <p>58. Interact with government and service agencies relative to student welfare.</p> <p>59. Assist in establishing processes to determine customer needs and level of</p> |

| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | <p>satisfaction.*</p> <p>60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.</p> <p>61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized.</p> <p>62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.*</p> <p>63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community.</p> <p>64. Assist with the development of activities with business partners that promote student achievement. HUMAN RESOURCES:</p> <p>65. Assist in analyzing data and information to plan staff development to accomplish school goals.*</p> <p>66. Assist with the completion of the annual Needs Assessment to determine staff development.</p> <p>67. Assist with providing staff development opportunities and feedback to personnel at the assigned school.</p> <p>68. Assist in building a school community and environment which supports learning and growth for everyone toward realization of the school's mission.*</p> <p>69. Assist with the development and implementation of an effective staff development program.</p> <p>70. Participate in District management meetings and other activities to enhance professional development.</p> <p>71. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.</p> <p>72. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>73. Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.*</p> <p>74. Delegate responsibilities to appropriate staff members.</p> <p>75. Consider data and results from action research when solving problems and improving processes.</p> <p>76. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.*</p> <p>77. Assign tasks and supervise personnel in task accomplishment including special projects.</p> |

| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | <p>78. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>79. Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.*</p> <p>80. Assist with interviewing and selection of qualified personnel to be recommended for appointment.</p> <p>81. Assist with establishing job assignments and supervising of all assigned personnel, conducting annual performance appraisals, and making recommendations for appropriate employment actions according to School Board Policy and Procedures adopted by the School Board.</p> <p>82. Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p> <p>83. Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.*</p> <p>MANAGEMENT OF PROCESSES:</p> <p>84. Assist in identifying quality requirements of materials/ services and communicates this information to parents, community and suppliers.*</p> <p>85. Access District and community resources to meet school needs.</p> <p>86. Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.</p> <p>87. Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action.*</p> <p>88. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs and services.*</p> <p>89. Understand, support, and implement School Board, State, and Federal Policies, procedures, negotiated agreements and district decisions.*</p> <p>90. Assist with the implementation and administration of negotiated employee contracts at the school site.</p> <p>91. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. OPERATIONAL RESULTS:</p> <p>92. Show positive trends in the achievement of improvement goals in the areas of operation (key goals), business practices (efficiency) and customer satisfaction.*</p> <p>93. Assist with managing and supervising the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.</p> |

| Name                 | Position Title | Job Duties and Responsibilities   |
|----------------------|----------------|---|
|                      |                | <p>94. Assist with establishing and managing student accounting and attendance procedures at the assigned school.</p> <p>95. Supervise and monitor the accurate completion of data collection and submits resulting reports according to timelines.</p> <p>96. Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.</p> <p>97. Provide leadership in the effective use of technology in the classroom and in school administration.</p> <p>98. Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs.</p> <p>99. Assist with monitoring the custodial program at the school to ensure a clean, healthy, and safe learning environment.</p> <p>100. Assist with coordinating plant safety and facility inspections at the assigned school.</p> <p>101. Supervise transportation services at the assigned school.</p> <p>102. Assist with the supervision of all extracurricular programs at the assigned school.</p> <p>103. Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements.</p> <p>104. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of the School Board of Broward County.</p> <p>105. Ensure adherence to good safety procedures.</p> <p>106. Perform other incidental tasks consistent with the goals and objectives of this position.</p> |
| Brown ,<br>Kimberley | SAC<br>Member  | <p>DUTIES.—Each advisory council shall perform functions prescribed by regulations of the district school board; however, no advisory council shall have any of the powers and duties now reserved by law to the district school board. Each school advisory council shall assist in the preparation and evaluation of the school improvement plan required pursuant to s. 1001.42(18). With technical assistance from the Department of Education, each school advisory council shall assist in the preparation of the school's annual budget and plan as required by s. 1008.385(1). A portion of funds provided in the annual General Appropriations Act for use by school advisory councils must be used for implementing the school improvement plan.</p>  |
| Wesley,<br>Brandon   |                | <ul style="list-style-type: none"> <li>• Serve as primary point of contact on security matters for school administrators.</li> <li>• Serve as senior security personnel at assigned location(s).</li> </ul>   |

| Name | Position Title | Job Duties and Responsibilities  |
|------|----------------|--|
|      |                | <ul style="list-style-type: none"> <li>• Provide exceptional customer service when interacting with school and District stakeholders.</li> <li>• Work with school administrators, school staff, District personnel and public safety officials to create and maintain a positive, caring, reasonably safe and effective learning environment.</li> <li>• Advise the School Principal of significant disturbances, hazardous conditions, unsafe procedures and other serious security matters.</li> <li>• Practice situational awareness to help detect students who are in distress as well as identify and address potentially dangerous conditions, situations and individuals.</li> <li>• Patrol the school's perimeter, grounds and interior areas providing a high degree of visibility to prevent trespassing, criminal activity, potentially dangerous behaviors, substance abuse, acts of self-harm and school violence.</li> <li>• Communicate with students in age and developmentally appropriate ways.</li> <li>• Work effectively with students, staff and visitors with special needs.</li> <li>• Practice positive cultural awareness and demonstrate respect for diversity among students, employees, public safety partners and visitors.</li> <li>• Help prevent and address bullying, harassment and intimidation of students, staff and visitors.</li> <li>• Request identification and investigate the presence of individuals who appear to be out-of-place based on the time, location, setting, behaviors and circumstances when it appears safe and appropriate to do so.</li> <li>• Help reduce potential physical conflicts among students using proactive and professional attention to student interaction and appropriate intervention strategies.</li> <li>• Participate on the School Improvement Team for matters relating to the school's climate, culture, safety and security.</li> <li>• Assist with student threat assessments if requested to do so by the school administrator or members of the Threat Assessment Team.</li> <li>• Follow District procedures and Florida laws regarding reporting of criminal incidents.</li> <li>• Comply with District policies, procedures and Florida statutes relating to the protection of students from physical, emotional and sexual abuse.</li> <li>• Take prompt action, as appropriate, to protect human life in an emergency situation, including the initiation of an emergency code on school campuses, or District sites, as appropriate.</li> <li>• Operate School Board owned vehicles (including golf carts) in a safe manner.</li> <li>• Achieve and demonstrate proficiency in conflict resolution, verbal de-escalation, passive restraint techniques and the use of force as authorized, trained and in compliance with written directives, policies or manuals.</li> <li>• Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.</li> <li>• Participate in the training programs offered to enhance the individual skills and proficiency related to the job responsibilities, including conflict resolution and cultural diversity training.</li> <li>• Review current developments, literature and technical sources of information related to job responsibilities.</li> </ul> |

| Name          | Position Title      | Job Duties and Responsibilities  |
|---------------|---------------------|--|
|               |                     | <ul style="list-style-type: none"> <li>• Ensure adherence to safety rules and procedures.</li> <li>• Follow federal and state laws, as well as School Board policies.</li> <li>• Perform other duties as assigned by the School Principal or designated Safety, Security and Emergency Preparedness supervisory personnel.</li> </ul>  |
| Bailey, Linda | Assistant Principal | <p>ESSENTIAL PERFORMANCE RESPONSIBILITIES: LEADERSHIP:</p> <ol style="list-style-type: none"> <li>1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.*</li> <li>2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives.</li> <li>3. Model and maintain high standards of professional conduct.</li> <li>4. Set high standards and expectations for self, others, and school.</li> <li>5. Maintain an active involvement in the school improvement planning process.*</li> <li>6. Use quality improvement principles and processes in daily administration of school.*</li> <li>7. Anticipate difficult situations and develop plans to handle them.</li> <li>8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn.</li> <li>9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.*</li> <li>10. Assist in providing leadership and direction for all aspects of the school's operation.</li> <li>11. Build teams to accomplish plans, goals and priorities.</li> <li>12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.</li> <li>13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.</li> <li>14. Assist in establishing and utilizing the Sterling process to ready the school and community for change.</li> <li>15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.*</li> <li>16. Maintain visibility and accessibility on the school campus and at school related activities and events.</li> <li>17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.</li> <li>18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</li> <li>19. Assist in providing leadership to involve the school in quality initiatives.*</li> <li>20. Assist with aligning school initiatives with District, state, and school goals</li> </ol> |



| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | <p>and objectives.</p> <p>21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.</p> <p>22. Communicate school information, goals, student learning and behavior expectations to all customer groups.*</p> <p>23. Use effective communication techniques with students, teachers, parents and stakeholders.</p> <p>24. Provide for the articulation of the school's instructional program among school personnel.</p> <p>25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature.</p> <p>26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.</p> <p>27. Assist in the planning and implementation of initiatives in the Innovation Zone.</p> <p><b>INFORMATION &amp; ANALYSIS:</b></p> <p>28. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.*</p> <p>29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.</p> <p>30. Address the diverse needs of the school population consistent with the District's Strategic Plan.</p> <p>31. Analyze and use data for decision-making or to improve actions, plans and process.*</p> <p>32. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.</p> <p>33. Access, analyze, interpret and use data in decision- making.</p> <p>34. Use benchmarks and comparison data in the analysis of results.*</p> <p>35. Make data accessible to all stakeholders.*</p> <p><b>STRATEGIC QUALITY PLANNING:</b></p> <p>36. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.*</p> <p>37. Assist with facilitating and coordinating the development of the School's Improvement Plan.</p> <p>38. Set high goals and standards for self, others and the organization.</p> |



| Name | Position Title | Job Duties and Responsibilities  |
|------|----------------|--|
|      |                | <p>39. Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.*</p> <p>40. Assist in the selection and acquisition of instructional materials and equipment.</p> <p>41. Collect input and analyze data to develop goals.</p> <p>42. Assist with the management of student accounting at the assigned school as it relates to Florida Education Finance Program (FEFP) funding and future planning.</p> <p>43. Develop the master schedule and assign teachers according to identified needs.</p> <p>44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.*</p> <p>45. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.*</p> <p>46. Assist in establishing procedures to monitor processes, activities and responsibilities and respond to feedback.</p> <p>47. Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>48. Assist with facilitating the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.</p> <p>49. Assist with providing recognition and celebration for student, staff, and school accomplishments. CUSTOMER FOCUS:</p> <p>50. Develop positive relationships with customers (students, parents, teachers, community, etc.).*</p> <p>51. Assist with facilitating a program of family and community involvement.</p> <p>52. Serve as arbitrator for serious discipline problems in accordance with District policy and state statutes.</p> <p>53. Develop and maintain positive school/community relations and act as liaison between the two.</p> <p>54. Assist in promoting/marketing the school and its priorities to the community.</p> <p>55. Assist in establishing processes and methods to respond to valid customer requirements.*</p> <p>56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.</p> <p>57. Work with parents to resolve complaints or concerns.</p> <p>58. Interact with government and service agencies relative to student welfare.</p> |

| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | <p>59. Assist in establishing processes to determine customer needs and level of satisfaction.*</p> <p>60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.</p> <p>61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized.</p> <p>62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.*</p> <p>63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community.</p> <p>64. Assist with the development of activities with business partners that promote student achievement. HUMAN RESOURCES:</p> <p>65. Assist in analyzing data and information to plan staff development to accomplish school goals.*</p> <p>66. Assist with the completion of the annual Needs Assessment to determine staff development.</p> <p>67. Assist with providing staff development opportunities and feedback to personnel at the assigned school.</p> <p>68. Assist in building a school community and environment which supports learning and growth for everyone toward realization of the school's mission.*</p> <p>69. Assist with the development and implementation of an effective staff development program.</p> <p>70. Participate in District management meetings and other activities to enhance professional development.</p> <p>71. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.</p> <p>72. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>73. Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.*</p> <p>74. Delegate responsibilities to appropriate staff members.</p> <p>75. Consider data and results from action research when solving problems and improving processes.</p> <p>76. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.*</p> <p>77. Assign tasks and supervise personnel in task accomplishment including special</p> |

| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | <p>projects.</p> <p>78. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>79. Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.*</p> <p>80. Assist with interviewing and selection of qualified personnel to be recommended for appointment.</p> <p>81. Assist with establishing job assignments and supervising of all assigned personnel, conducting annual performance appraisals, and making recommendations for appropriate employment actions according to School Board Policy and Procedures adopted by the School Board.</p> <p>82. Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p> <p>83. Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.*</p> <p>MANAGEMENT OF PROCESSES:</p> <p>84. Assist in identifying quality requirements of materials/ services and communicates this information to parents, community and suppliers.*</p> <p>85. Access District and community resources to meet school needs.</p> <p>86. Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.</p> <p>87. Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action.*</p> <p>88. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs and services.*</p> <p>89. Understand, support, and implement School Board, State, and Federal Policies, procedures, negotiated agreements and district decisions.*</p> <p>90. Assist with the implementation and administration of negotiated employee contracts at the school site.</p> <p>91. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. OPERATIONAL RESULTS:</p> <p>92. Show positive trends in the achievement of improvement goals in the areas of operation (key goals), business practices (efficiency) and customer satisfaction.*</p> <p>93. Assist with managing and supervising the school's financial resources including the</p> |

| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | <p>preparation and disbursement of the school's budget and internal accounts.</p> <p>94. Assist with establishing and managing student accounting and attendance procedures at the assigned school.</p> <p>95. Supervise and monitor the accurate completion of data collection and submits resulting reports according to timelines.</p> <p>96. Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.</p> <p>97. Provide leadership in the effective use of technology in the classroom and in school administration.</p> <p>98. Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs.</p> <p>99. Assist with monitoring the custodial program at the school to ensure a clean, healthy, and safe learning environment.</p> <p>100. Assist with coordinating plant safety and facility inspections at the assigned school.</p> <p>101. Supervise transportation services at the assigned school.</p> <p>102. Assist with the supervision of all extracurricular programs at the assigned school.</p> <p>103. Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements.</p> <p>104. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of the School Board of Broward County.</p> <p>105. Ensure adherence to good safety procedures.</p> <p>106. Perform other incidental tasks consistent with the goals and objectives of this position.</p> |

Winterholler, Mary  
Assistant Principal

**ESSENTIAL PERFORMANCE RESPONSIBILITIES: LEADERSHIP:**

1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.\*
2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives.
3. Model and maintain high standards of professional conduct.
4. Set high standards and expectations for self, others, and school.
5. Maintain an active involvement in the school improvement planning process.\*
6. Use quality improvement principles and processes in daily administration of school.\*
7. Anticipate difficult situations and develop plans to handle them.

| Name | Position Title | Job Duties and Responsibilities  |
|------|----------------|--|
|      |                | <p>8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn.</p> <p>9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.*</p> <p>10. Assist in providing leadership and direction for all aspects of the school's operation.</p> <p>11. Build teams to accomplish plans, goals and priorities.</p> <p>12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.</p> <p>13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.</p> <p>14. Assist in establishing and utilizing the Sterling process to ready the school and community for change.</p> <p>15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.*</p> <p>16. Maintain visibility and accessibility on the school campus and at school related activities and events.</p> <p>17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.</p> <p>18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>19. Assist in providing leadership to involve the school in quality initiatives.*</p> <p>20. Assist with aligning school initiatives with District, state, and school goals and objectives.</p> <p>21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.</p> <p>22. Communicate school information, goals, student learning and behavior expectations to all customer groups.*</p> <p>23. Use effective communication techniques with students, teachers, parents and stakeholders.</p> <p>24. Provide for the articulation of the school's instructional program among school personnel.</p> <p>25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature.</p> <p>26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.</p> |

| Name | Position Title | Job Duties and Responsibilities  |
|------|----------------|--|
|      |                | <p>27. Assist in the planning and implementation of initiatives in the Innovation Zone.</p> <p><b>INFORMATION &amp; ANALYSIS:</b></p> <p>28. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.*</p> <p>29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.</p> <p>30. Address the diverse needs of the school population consistent with the District's Strategic Plan.</p> <p>31. Analyze and use data for decision-making or to improve actions, plans and process.*</p> <p>32. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.</p> <p>33. Access, analyze, interpret and use data in decision- making.</p> <p>34. Use benchmarks and comparison data in the analysis of results.*</p> <p>35. Make data accessible to all stakeholders.* <b>STRATEGIC QUALITY PLANNING:</b></p> <p>36. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.*</p> <p>37. Assist with facilitating and coordinating the development of the School's Improvement Plan.</p> <p>38. Set high goals and standards for self, others and the organization.</p> <p>39. Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.*</p> <p>40. Assist in the selection and acquisition of instructional materials and equipment.</p> <p>41. Collect input and analyze data to develop goals.</p> <p>42. Assist with the management of student accounting at the assigned school as it relates to Florida Education Finance Program (FEFP) funding and future planning.</p> <p>43. Develop the master schedule and assign teachers according to identified needs.</p> <p>44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.*</p> <p>45. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.*</p> |

| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | <p>46. Assist in establishing procedures to monitor processes, activities and responsibilities and respond to feedback.</p> <p>47. Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>48. Assist with facilitating the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.</p> <p>49. Assist with providing recognition and celebration for student, staff, and school accomplishments. CUSTOMER FOCUS:</p> <p>50. Develop positive relationships with customers (students, parents, teachers, community, etc.).*</p> <p>51. Assist with facilitating a program of family and community involvement.</p> <p>52. Serve as arbitrator for serious discipline problems in accordance with District policy and state statutes.</p> <p>53. Develop and maintain positive school/community relations and act as liaison between the two.</p> <p>54. Assist in promoting/marketing the school and its priorities to the community.</p> <p>55. Assist in establishing processes and methods to respond to valid customer requirements.*</p> <p>56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.</p> <p>57. Work with parents to resolve complaints or concerns.</p> <p>58. Interact with government and service agencies relative to student welfare.</p> <p>59. Assist in establishing processes to determine customer needs and level of satisfaction.*</p> <p>60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.</p> <p>61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized.</p> <p>62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.*</p> <p>63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community.</p> <p>64. Assist with the development of activities with business partners that promote student achievement. HUMAN RESOURCES:</p> <p>65. Assist in analyzing data and information to plan staff development to accomplish school goals.*</p> |



| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | <p>66. Assist with the completion of the annual Needs Assessment to determine staff development.</p> <p>67. Assist with providing staff development opportunities and feedback to personnel at the assigned school.</p> <p>68. Assist in building a school community and environment which supports learning and growth for everyone toward realization of the school's mission.*</p> <p>69. Assist with the development and implementation of an effective staff development program.</p> <p>70. Participate in District management meetings and other activities to enhance professional development.</p> <p>71. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.</p> <p>72. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>73. Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.*</p> <p>74. Delegate responsibilities to appropriate staff members.</p> <p>75. Consider data and results from action research when solving problems and improving processes.</p> <p>76. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.*</p> <p>77. Assign tasks and supervise personnel in task accomplishment including special projects.</p> <p>78. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>79. Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.*</p> <p>80. Assist with interviewing and selection of qualified personnel to be recommended for appointment.</p> <p>81. Assist with establishing job assignments and supervising of all assigned personnel, conducting annual performance appraisals, and making recommendations for appropriate employment actions according to School Board Policy and Procedures adopted by the School Board.</p> <p>82. Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p> <p>83. Consider the aspirations of self and others in relation to the jobs and tasks</p> |



| Name | Position Title | Job Duties and Responsibilities  |
|------|----------------|--|
|      |                | <p>assigned when assessing expertise and developmental needs.*</p> <p>MANAGEMENT OF PROCESSES:</p> <p>84. Assist in identifying quality requirements of materials/ services and communicates this information to parents, community and suppliers.*</p> <p>85. Access District and community resources to meet school needs.</p> <p>86. Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.</p> <p>87. Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action.*</p> <p>88. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs and services.*</p> <p>89. Understand, support, and implement School Board, State, and Federal Policies, procedures, negotiated agreements and district decisions.*</p> <p>90. Assist with the implementation and administration of negotiated employee contracts at the school site.</p> <p>91. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. OPERATIONAL RESULTS:</p> <p>92. Show positive trends in the achievement of improvement goals in the areas of operation (key goals), business practices (efficiency) and customer satisfaction.*</p> <p>93. Assist with managing and supervising the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.</p> <p>94. Assist with establishing and managing student accounting and attendance procedures at the assigned school.</p> <p>95. Supervise and monitor the accurate completion of data collection and submits resulting reports according to timelines.</p> <p>96. Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.</p> <p>97. Provide leadership in the effective use of technology in the classroom and in school administration.</p> <p>98. Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs.</p> <p>99. Assist with monitoring the custodial program at the school to ensure a clean, healthy, and safe learning environment.</p> |

| Name               | Position Title      | Job Duties and Responsibilities  |
|--------------------|---------------------|--|
|                    |                     | <p>100. Assist with coordinating plant safety and facility inspections at the assigned school.</p> <p>101. Supervise transportation services at the assigned school.</p> <p>102. Assist with the supervision of all extracurricular programs at the assigned school.</p> <p>103. Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements.</p> <p>104. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of the School Board of Broward County.</p> <p>105. Ensure adherence to good safety procedures.</p> <p>106. Perform other incidental tasks consistent with the goals and objectives of this position.</p> |
| Schuck, Jacqueline | Assistant Principal | Bug in system same duties as all other Assistant Principals  |

### Demographic Information

#### Principal start date

Tuesday 2/7/2017, Vivian Suarez

**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

120

#### Total number of students enrolled at the school

2,318

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

13

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

13

#### 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 | 629 | 622 | 680 | 694 | 2625  |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 223 | 250 | 298 | 332 | 1103  |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 88  | 99  | 65  | 61  | 313   |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 162 | 125 | 125 | 100 | 512   |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 175 | 132 | 138 | 128 | 573   |
| Level 1 on 2022 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 179 | 213 | 123 | 115 | 630   |
| Level 1 on 2022 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 211 | 235 | 106 | 79  | 631   |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9   | 11  | 10  | 11  | 41    |

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 | 256 | 243 | 209 | 189 | 897   |

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  |       |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0  | 3  | 2  | 14    |

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 | 576 | 587 | 668 | 588 | 2419  |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 135 | 152 | 191 | 187 | 665   |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13  | 20  | 14  | 8   | 55    |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 119 | 90  | 93  | 54  | 356   |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 192 | 240 | 238 | 102 | 772   |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 224 | 161 | 0   | 0   | 385   |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 45  | 0   | 0   | 45    |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |

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

| Indicator                            | Grade Level |   |   |   |   |   |   |   |   |    |     |    |    | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|----|-----|----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10  | 11 | 12 |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 | 103 | 94 | 3  | 258   |

**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 | 9 | 0  | 2  | 7  | 18    |

**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 | 576 | 587 | 668 | 588 | 2419  |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 135 | 152 | 191 | 187 | 665   |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13  | 20  | 14  | 8   | 55    |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 119 | 90  | 93  | 54  | 356   |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 192 | 240 | 238 | 102 | 772   |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 224 | 161 | 0   | 0   | 385   |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 45  | 0   | 0   | 45    |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
|  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |

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

| Indicator                            | Grade Level |   |   |   |   |   |   |   |   |    |     |    |    | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|----|-----|----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10  | 11 | 12 |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 | 103 | 94 | 3  | 258   |

#### 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 | 9 | 0  | 2  | 7  | 18    |

## 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             | 39%    | 52%      | 51%   |        |          |       | 47%    | 57%      | 56%   |
| ELA Learning Gains          | 44%    |          |       |        |          |       | 46%    | 52%      | 51%   |
| ELA Lowest 25th Percentile  | 34%    |          |       |        |          |       | 34%    | 45%      | 42%   |
| Math Achievement            | 24%    | 41%      | 38%   |        |          |       | 45%    | 51%      | 51%   |
| Math Learning Gains         | 42%    |          |       |        |          |       | 44%    | 44%      | 48%   |
| Math Lowest 25th Percentile | 56%    |          |       |        |          |       | 33%    | 43%      | 45%   |
| Science Achievement         | 43%    | 35%      | 40%   |        |          |       | 56%    | 66%      | 68%   |
| Social Studies Achievement  | 50%    | 51%      | 48%   |        |          |       | 65%    | 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        | 64%    | 67%      | -3%                   | 70%   | -6%                |

| ALGEBRA EOC  |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 38%    | 61%      | -23%                  | 61%   | -23%               |
| GEOMETRY EOC |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 47%    | 56%      | -9%                   | 57%   | -10%               |

## 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                                       | 22       | 40     | 30          | 17        | 38      | 52           | 19       | 35      |           | 97                | 32                  |
| ELL                                       | 11       | 41     | 42          | 12        | 35      | 48           | 24       | 26      |           | 99                | 60                  |
| ASN                                       | 56       | 55     |             | 48        | 56      |              | 64       | 53      |           | 100               | 81                  |
| BLK                                       | 33       | 40     | 32          | 20        | 38      | 53           | 37       | 43      |           | 97                | 50                  |
| HSP                                       | 39       | 46     | 39          | 24        | 42      | 57           | 45       | 53      |           | 97                | 68                  |
| MUL                                       | 40       | 29     |             | 27        | 54      |              |          | 50      |           | 94                | 67                  |
| WHT                                       | 53       | 49     | 39          | 33        | 49      | 60           | 58       | 61      |           | 98                | 73                  |
| FRL                                       | 36       | 43     | 34          | 22        | 42      | 56           | 39       | 46      |           | 97                | 57                  |
| 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                                       | 18       | 29     | 27          | 8         | 18      | 24           | 27       | 39      |           | 98                | 45                  |
| ELL                                       | 16       | 38     | 40          | 14        | 25      | 33           | 32       | 33      |           | 99                | 58                  |
| ASN                                       | 71       | 60     |             | 25        | 33      |              | 69       | 60      |           | 98                | 80                  |
| BLK                                       | 33       | 32     | 26          | 14        | 18      | 29           | 39       | 45      |           | 99                | 58                  |
| HSP                                       | 36       | 37     | 38          | 15        | 18      | 26           | 43       | 61      |           | 99                | 69                  |
| MUL                                       | 58       | 38     |             | 16        | 13      |              | 73       | 73      |           | 96                | 77                  |
| WHT                                       | 50       | 42     | 52          | 23        | 14      | 17           | 46       | 61      |           | 97                | 67                  |
| FRL                                       | 35       | 33     | 30          | 15        | 18      | 27           | 42       | 49      |           | 98                | 64                  |
| 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                                       | 21       | 29     | 26          | 29        | 41      | 33           | 33       | 49      |           | 98                | 47                  |
| ELL                                       | 29       | 32     | 26          | 46        | 35      | 17           | 44       | 33      |           | 93                | 70                  |
| ASN                                       | 70       | 53     |             | 61        | 44      |              | 83       | 76      |           | 100               | 72                  |
| BLK                                       | 37       | 41     | 35          | 37        | 41      | 31           | 53       | 56      |           | 97                | 56                  |
| HSP                                       | 48       | 46     | 33          | 50        | 48      | 41           | 59       | 67      |           | 96                | 68                  |
| MUL                                       | 53       | 52     |             | 36        | 57      |              | 40       | 78      |           | 86                | 68                  |
| WHT                                       | 65       | 55     | 31          | 58        | 46      | 33           | 58       | 72      |           | 99                | 74                  |
| FRL                                       | 39       | 39     | 30          | 43        | 42      | 34           | 53       | 58      |           | 96                | 59                  |

**ESSA Data Review**

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

| <b>ESSA Federal Index</b>   |      |
|---|------|
| ESSA Category (TS&I or CS&I)  | ATSI |
| OVERALL Federal Index – All Students  | 49   |
| 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 | 49   |
| Total Points Earned for the Federal Index                                       | 536  |
| Total Components for the Federal Index  | 11   |
| Percent Tested  | 94%  |
| <b>Subgroup Data</b>  |      |
| <b>Students With Disabilities</b>   |      |
| Federal Index - Students With Disabilities                                      | 38   |
| Students With Disabilities Subgroup Below 41% in the Current Year?              | YES  |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%       | 0    |
| <b>English Language Learners</b>  |      |
| Federal Index - English Language Learners                                       | 41   |
| English Language Learners Subgroup Below 41% in the Current Year?               | NO   |
| Number of Consecutive Years English Language Learners Subgroup Below 32%        | 0    |
| <b>Native American Students</b>   |      |
| 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    |
| <b>Asian Students</b>   |      |
| Federal Index - Asian Students  | 64   |
| Asian Students Subgroup Below 41% in the Current Year?                          | NO   |
| Number of Consecutive Years Asian Students Subgroup Below 32%                   | 0    |
| <b>Black/African American Students</b>  |      |
| 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  | 51  |
| 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   | 52  |
| 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   | 57  |
| 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                                | 47  |
| 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?

The data shows that our students who are classified a male, minority and/or economically disadvantaged disproportionately represent the lowest quartile in reading and in math. These students generally lag behind others from the beginning of their educational experiences and will usually struggle to close the achievement gap for the rest of their academic lives. Our students continue to struggle with main idea and finding the author's purpose using evidence-based responses which directly correlates to students who are unable to provide written explanations for their math answers. Thus, it is imperative that educators set high expectations and hold all students to the same standards for success so that the gap is not widened beyond restoration while focusing on the trends that continue to emerge yearly.

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

According to the data, students who were labeled English Language Learners and those were traditionally in the lowest quartile showed the most improvement especially in math. It's important to note that students who are very low initially will often show significant gains as well as need the most improvement. Also, it's important to recognize that students are finally in a position to be in school for face-to-face instruction on a regular basis which may also account for the significant growth academically among the lowest quartile.

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

One of the major contributing factors to poor student performance can be directly linked to a cycle of low expectations and access to suitable academic and human resources especially since the vast majority of our student population participated in online schooling. Nonetheless, the instructional practices of educators are predicated on accepting lower academic standards as the norm, pedagogically students are effectively denied access to high-quality education. Students who are held to lower academic standards will inevitably perform based on the expectations educators have placed on them. If students are not properly prepared for college, a career or life, then students will face their professional and/or personal lives with a self-perpetuating norm of low expectations. The cycle has to be broken. Below are ways to address this need for improvement.

- The academic communication with students should explicitly communicate expectations for learning
- The quality of questions/probing should exhibit depth of knowledge
- Instructional materials/resources, activities and assignments should be designed to actively engage students
- Assessments, student feedback and monitoring of progress should be aligned to standards and demonstrate rigor
- Student to student academic interactions should cultivate mutual learning and growth
- Student engagement should be focal point of instruction, etc.

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

According to the data, students who were labeled English Language Learners and those were traditionally in the lowest quartile showed the most improvement, though students who are very low initially will often show significant gains as well as need the most improvement.

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

Our Literacy Coach worked in tandem with our ESE Specialist and special area teachers to develop a plan of action to model lessons, conduct Push-Ins and Pull-Outs in order to influence their academic performance. The availability of human resources, physical resources, and the adequacy of classroom instruction and remediation were key contributing factors to student improvement. We also had a Math ESSER Coach for the 2021-2022 school year.

The new actions we are implementing this year is pairing English and Reading teachers together to ensure that there is a continuum of strategies and skills being taught between the classes. Also, English and Reading teachers are working together to conduct Pull-Outs with our struggling students to ensure we can continue to work towards bridging the gap. In addition, all content areas are providing remediation an enrichment sessions for our struggling students using formative assessment data to monitor academic progress. We also had after school tutoring as well as Saturday camps.

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

English and Reading: Literacy Coach /Interventionist support the rollout and administration of Pretest for Into Literature/ Read180/ System 44; Push In with Literacy Coach/Support based on HMH pretest data; Monthly standard focus for students; Pull out for B.E.S.T practices

Social Studies and Science: Newsela, DBQs, historical documents, Science World, PSAT passage practice x2 per month

School-wide Literacy and Cross-Curricular Instruction: Morning Announcements: Pre-taped vocabulary, grammar type messages. Incentives for participation; writing project once a month in the media center with English teachers and speakers; monthly Meet Ups with English classes; battle of the Books, etc.

**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.**

Professional Development at Coral Springs High School is an on-going and integral part for the teaching community. Every teacher is part of a Professional Learning Community (PLC) that meets regularly to review and analyze student achievement data, share best practices as it relates to Florida Standards and monitor student learning. Ultimately, the aim is to better our practice and to provide our students with a rigorous, relevant learning environment. We also have four (4) designated Professional Study Days which provides time for teachers to evaluate problematic areas in the curriculum and to engage in an ongoing cycle of professional growth to maximize student achievement that may not be possible otherwise. We also have Teacher Planning Days and Early Release days which also allows for additional ongoing professional development.

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

This year the federal government has allotted Elementary and Secondary School Emergency Relief (ESSER) Federal Funding which allows us to have access to additional human and physical capital to ensure the sustainability of our improvements. During our pull-out sessions per content area (based on school-wide literacy initiative), measurement of success will be determined by students' abilities to properly utilize strategies on formative assessments to show growth in areas of weakness. Success on formative assessments will be 70% or above. Students who do not score 70% or above will be remediated with a specific target on deficit standards. Students' ultimate measure of success will be determine a pass rate ( 3 or higher) on the state mandated standardized test (FSA/B.E.S.T/EOC/AP/ AICE exams).

### **Areas of Focus**

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

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**#1. Instructional Practice specifically relating to ELA****Area of Focus**

**Description and Rationale:** The ability to read and comprehend is the crux of all academic success as reading is absolutely involved in everything students encounter throughout their day. Comprehension is crucial for basic academic success and regardless of what subject students may falter in, it can all be traced back to a lack of reading comprehension. For example, in science, students must read and understand facts about animals, plants, the scientific method, etc.; in math, students are given word problems; in history, students must be able to read The Constitution; in music, students must have a form of literacy to read sheet music. Reading and comprehending which involves thinking about the words being read and deriving a meaning for just those words and the text as a whole across all content areas is what will cause our students to maximize their academic success.

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

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

By June of 2023, students will increase proficiency in Reading by 2% or more on the F.A.S.T.

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

This Area of Focus will be monitored by progress monitoring of formative and summative assessments to illustrate levels of mastery and remediation needs.

**Person responsible for monitoring outcome:**

Tameka King (tameka.king@browardschools.com)

**Evidence-based**

**Strategy:** Describe the evidence-based strategy being

The evidenced-based strategies being implemented for this Area of Focus are common assessments based on critical thinking skills; data-driven instruction and remediation; content-based vocabulary instruction/practice; school-wide literacy and common language; transference skills cross curricular; READ180.

**implemented  
for this Area  
of Focus.**

**Rationale for  
Evidence-  
based**

**Strategy:**

**Explain the  
rationale for  
selecting  
this specific  
strategy.**

**Describe the  
resources/  
criteria used  
for selecting  
this  
strategy.**

The rationale for selecting these strategies is based on researched based needs of effective instruction which includes assessment, integration, and extension of relevant background knowledge and the use of relatable texts. There is considerable evidence that students ability to comprehend and acquire fluency which directly impacts their ability to activate, infer, monitor-clarify, question, search-select, summarize, and visualize-organize. All of those components are essential for reading comprehension.

### **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.

- Interventionist support the rollout and administration of Pretest for Into Literature/ Read180
- Push In with Support based on outcomes of HMM pretest data and FAST PM #1, etc.
- Pull Out with Support based on Reading & Phonics Inventory results

**Person**

**Responsible** Tameka King (tameka.king@browardschools.com)

**#2. Instructional Practice specifically relating to Collaborative Planning****Area of Focus  
Description and  
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Our data shows that the area of greatest needed improvement is academic literacy. Academic literacy is necessary in all areas of academia and research shows that having common language and reinforcement of learned skills throughout the day will have a significant impact on student achievement.

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

By June 2023, English and Social Studies will work in tandem on developing common academic language and Math and Science will work in tandem on developing common academic language and each department will see a 3% growth in proficiency on their statewide assessments.

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

Literacy/content-specific academic language infused in all subject-areas and noticeably transferable across content areas.  
Shared data and constructive PLC Meetings.  
Classroom Walk-Throughs and student assignments  
Teachers will open their classroom doors and provide feedback  
Department Head/PLC Meetings and Administrative walk-throughs

**Person responsible for monitoring outcome:**

Tameka King (tameka.king@browardschools.com)

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

Develop common assessments/ language  
Professional Development for teachers to learn Project –Based learning  
Development of literacy plans for content-areas  
Develop cross-curricular teams and revamp PLC to focus on needed areas of concentration to show measured growth on FAST/EOC/AICE/AP exams. For example, reading teachers are leading the 9th and 10th grade PLCs to ensure reading strategies are being properly implemented

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

The rationale for selecting these strategies is based on researched based needs of effective instruction which includes assessment, integration, and extension of relevant background knowledge and the use of relatable texts. There is considerable evidence that students ability to comprehend and acquire fluency which directly impacts their ability to activate, infer, monitor-clarify, question, search-select, summarize, and visualize-organize. All of those components are essential for reading comprehension across the content areas.

**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.

Bi-weekly meetings, Leadership Challenges, Teacher Opening Doors, Cross-Curricular project-based learning

**Person**

**Responsible**

Tameka King (tameka.king@browardschools.com)

**Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

Our earnest endeavor is to build a sustainable, safe and supportive school culture that allows the entire school community to have a strong, and visible sense of belonging while deliberately fostering high levels of self-efficacy, academic and social success. In order to accomplish this we continuously do a needs assessment and monitor school-wide/district-wide changes; we create teams to oversee and monitor our established processes; we develop sustainable action plans by soliciting the engagement and support at all leadership levels; we promote structural changes within our school to align operations to our school-wide mission and vision. Therefore, our school's culture and shared values can be concentrated in one word: Excellence. We pride ourselves on creating equitable opportunities for our entire school community to succeed in whatever endeavors they choose to pursue. Some of our strengths include, principal orchestrated conversations with stakeholders via Colt Café, conversations with students via Snack Chat, and conversations with teacher and staff via Colt Conversation. Our school has various other modes of celebrating staff such as Shout Outs or Colts of Character. We have several communication modes: website, parent links, Canvas announcements, newsletters, weekly bulletin, Remind, Twitter, Instagram, Youtube channel, comment box (including barcode scanner) etc. Our school works hard to provide opportunities for staff to show off their gifts and talent whether it's in our Colt Idol (a version of American Idol) or trivia game, etc. We also bring in professionals to provide acts of self-care. We practice an open-door policy so faculty and staff can always have access to us. We have monthly and bi-weekly PLC and Department Head meeting. We have four (4) mentorship type clubs (PASL, LIA, MTL, and WOT). We have over 20 clubs/activities several of which are designed to give unique students a voice such as: Black Student Union, Jewish Student Union, Human Relations Counsel, Best Buddies, Gay/Straight Alliance, Kindness Matters, etc. We have over 30 sports—something for everyone. We have three Innovative Programs: Cambridge, Career and Technical Education, and Dual Enrollment. Guidance counselors meet with at-risk or low achieving students quarterly or as often as necessary. We have something for every student at our school. We communicate a "Culture of Care," with our faculty/staff during Opening Week activities; with our school community at-large via Back to School Newsletter; with our students during Grade-Level Assemblies. Our mantra is Everybody, Everywhere, Every day in Every way... We are #ColtsUnited and we stand by that. We Build the Dream.

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

School Administration, including Behavior Specialist, ESE Specialist, Guidance Counselors, Social Workers, Campus Security Manager Campus Monitors and School Resource Officers (SROs); Business Partners; Clerical; Faculty; School Advisory Council (SAC) which is comprised of parents, students and faculty and staff; School Advisory Forum (SAF); Parent Teacher and Student Organization (PTSO); Faculty Council; School Literacy Team; Athletic Coaches and Club Sponsors; Professional Learning Community Leaders; Department Heads. Each of these entities have a common interest which is to ensure that our school is safe and the school environment is conducive for learning/academic growth and social growth to guarantee that all of its continents are college, career and life-ready. Each faction works in tandem to monitor the aspects of our School Improvement Plan which deals with every aspect of our school climate, including working and learning conditions.