Lauderhill 6 12

2022-23 Schoolwide Improvement Plan

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Lauderhill 6 12

1901 NW 49TH AVE, Lauderhill, FL 33313

[no web address on file]

Demographics

Principal: Ryan Reardon

Start Date for this Principal: 8/13/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 6-11
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: C (51%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	SIG Cohort 3
Year	
Support Tier	
ESSA Status	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School 6-11	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

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

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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.

Lauderhill 6-12 STEM-MED Magnet School School recognizes that students have a need to grow every day and intends to prepare a diverse student population for success in college, and to be thoughtful, contributing members of society.

Provide the school's vision statement.

The vision statement at Lauderhill 6-12 STEM MED School is believing that:

Children Have a Need to Grow Everyday (C.H.A.N.G.E.)

Our theme this school year is "Relentless Rising S.T.A.R.S" The acronym S.T.A.R.S represents the school-wide expectations and guidelines for success with each stakeholder striving to be Safe, Team Player, Attentive, Respectful and Successful.

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
Reardon, Ryan	Principal	Provide strategic direction in the school. Develop curricula, assess teaching methods, monitor student achievement, encourage parental involvement, revise policies and procedures, administer the budget, and hire and evaluate staff and oversee facilities.
Maxwell, Keisha	Assistant Principal	Supports the principal to manage employees in the school. Ensures a safe, pleasant and effective educational atmosphere, provides discipline as necessary and enforces school policy.
Farr, Leslie	Assistant Principal	Supports the principal to manage employees in the school. Ensures a safe, pleasant and effective educational atmosphere, provides discipline as necessary and enforces school policy.
Burch, Shannon	Assistant Principal	Supports the principal to manage employees in the school. Ensures a safe, pleasant and effective educational atmosphere, provides discipline as necessary and enforces school policy.
Forde, Natasha	Magnet Coordinator	Responsible for recruitment of students, public relations related to the magnet school program, and manage the student lottery.
Harris, Brianna	School Counselor	Listen to students' concerns about academic, emotional or social problems, help students process their problems and plan their goals, mediate conflict between students and teachers, and improve parent/teacher relationships.
Ellis, Yvette	School Counselor	Listen to students' concerns about academic, emotional or social problems, help students process their problems and plan their goals, mediate conflict between students and teachers, and improve parent/teacher relationships.
Cubano, Frances	Teacher, ESE	Provide information to students, parents and teachers on how to appropriately implement accommodations for students with Individual Educational Plans and Section 504 Plans.
Sicard, Deborah	Reading Coach	Develop Literacy Plan and monitor implementation. Support literacy initiatives and classroom teachers.
Curry, Angelica	School Counselor	Provide counseling and academic support to students. Facilitate parent conferences.

Demographic Information

Principal start date
Tuesday 8/13/2013, Ryan Reardon

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

53

Total number of students enrolled at the school

779

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

11

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

12

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	196	231	248	35	24	20	29	783
Attendance below 90 percent	0	0	0	0	0	0	66	80	92	6	3	1	9	257
One or more suspensions	0	0	0	0	0	0	52	56	65	1	0	0	0	174
Course failure in ELA	0	0	0	0	0	0	5	33	21	0	0	0	0	59
Course failure in Math	0	0	0	0	0	0	11	6	9	0	0	0	1	27
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	79	90	105	2	2	0	0	278
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	94	103	157	5	2	0	0	361
Number of students with a substantial reading deficiency	0	0	0	0	0	0	40	29	8	0	0	0	0	77

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	108	106	132	3	1	0	1	351

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	2	1	50	0	0	0	0	53
Students retained two or more times	0	0	0	0	0	0	3	0	17	1	1	0	0	22

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	232	225	247	30	26	30	27	817
Attendance below 90 percent	0	0	0	0	0	0	100	109	108	4	4	1	6	332
One or more suspensions	0	0	0	0	0	0	7	11	12	0	0	0	0	30
Course failure in ELA	0	0	0	0	0	0	51	15	43	3	8	0	1	121
Course failure in Math	0	0	0	0	0	0	67	14	18	1	0	1	0	101
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	68	62	86	2	0	1	1	220
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	63	54	97	2	0	0	6	222
Number of students with a substantial reading deficiency	0	0	0	0	0	0	23	28	18	0	0	0	0	69

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	109	86	117	3	3	1	3	322

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	4	7	1	0	0	0	12

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	232	225	247	30	26	30	27	817
Attendance below 90 percent	0	0	0	0	0	0	100	109	108	4	4	1	6	332
One or more suspensions	0	0	0	0	0	0	7	11	12	0	0	0	0	30
Course failure in ELA	0	0	0	0	0	0	51	15	43	3	8	0	1	121
Course failure in Math	0	0	0	0	0	0	67	14	18	1	0	1	0	101
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	68	62	86	2	0	1	1	220
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	63	54	97	2	0	0	6	222
Number of students with a substantial reading deficiency	0	0	0	0	0	0	23	28	18	0	0	0	0	69

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	109	86	117	3	3	1	3	322

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	4	7	1	0	0	0	12

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	31%	57%	55%				32%	58%	61%
ELA Learning Gains	45%						46%	58%	59%
ELA Lowest 25th Percentile	40%						44%	52%	54%
Math Achievement	19%	47%	42%				26%	58%	62%
Math Learning Gains	36%						31%	58%	59%
Math Lowest 25th Percentile	42%						30%	51%	52%
Science Achievement	24%	52%	54%				32%	51%	56%
Social Studies Achievement	44%	64%	59%				49%	74%	78%

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
06	2022					
	2019	31%	57%	-26%	54%	-23%
Cohort Comparison						
07	2022					
	2019	24%	55%	-31%	52%	-28%
Cohort Comparison		-31%				
08	2022					
	2019	28%	59%	-31%	56%	-28%
Cohort Comparison		-24%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	32%	58%	-26%	55%	-23%
Cohort Comparison						
07	2022					
	2019	15%	53%	-38%	54%	-39%
Cohort Comparison		-32%				
08	2022					
	2019	8%	45%	-37%	46%	-38%
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	6%	43%	-37%	48%	-42%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	67%	19%	67%	19%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	37%	71%	-34%	71%	-34%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	67%	28%	70%	25%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	61%	10%	61%	10%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	49%	56%	-7%	57%	-8%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	14	38	46	16	32	36	5	24			
ELL	25	47	42	14	31	41	19	27			
BLK	29	44	38	18	34	40	22	41	68	100	90
HSP	50	54		41	45		54	80			
FRL	32	46	42	20	36	41	25	44	70	100	93

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	10	21	22	11	17	21	9	10			
ELL	24	38	36	11	14	28	15	35	60		
BLK	29	33	24	16	14	21	19	34	49	100	100
HSP	50	48		33	13						
FRL	30	34	23	17	13	17	22	32	51	100	100

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	33	28	10	27	26	11	18			
ELL	25	49	45	23	33	28	32	44	73		
BLK	32	46	43	26	30	29	32	48	75	100	100
HSP	23	52		18	59			53			
FRL	32	47	43	26	30	30	32	47	74	100	100

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	28
Total Points Earned for the Federal Index	576
Total Components for the Federal Index	12
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
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 reported trends across all grade levels, subgroups, and core content areas as ELA reporting 31%, Math Achievement reporting 19%, Science reporting 24%, and Social Studies reporting 44%.

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

The greatest need for improvement based off progress monitoring and 2022 state assessments is Math Achievement, reporting 19%.

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

Contributing factors to this need for improvement include low reporting data on formative assessments. New actions that will be taken to address this need for improvement will be creating push-in and pull-out groups facilitated by the math coach, individualized instruction for students during class, and establishing high expectations for all students.

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

Based off progress monitoring and 2022 state assessments, the most improved area was Math Learning Gains, reporting 36%.

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

Contributing factors to this improvement were individualized instruction for students, a focus on data analysis during all Professional Learning Communities, and parental involvement.

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

To accelerate learning, there must be continued parental involvement, individualized instruction for all students, and continuous monitoring of data to ensure all students are proficient on all assessments.

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.

There will be many professional development opportunities that will be offered throughout the school year to support teachers and leaders. Professional development workshops will include Culturally Responsive Teaching, literacy workshops, Professional Learning Communities, ESE and ELL strategies, and analyzing data.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond is providing multiple opportunities to increase parental involvement throughout the school year.

Lauderhill 6-12 STEM-MED Magnet School recognizes that student achievement is directly linked to parental involvement.

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

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the 2022 data, Math Achievement increased to 19%, the lowest reporting subgroup from the 2022 school year.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023, math achievement will increase by 5% as measured by the F.A.S.T. Assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored throughout the year through data chats with students, teachers, and administration. This will allow for continuous improvement, strategic instructional planning, and individualized instruction for all students.
Person responsible for monitoring outcome:	Keisha Maxwell (kmaxwell@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence-based strategy being implemented for this area of focus will be weekly teacher-led Professional Learning Communities, providing additional opportunities for parental involvement, and a focus on data analysis.
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 teacher-led Professional Learning Communities will create collaboration amongst teachers to plan for individualized instruction. Data analysis will allow for continuous progress monitoring and parental involvement will increase and support student achievement .

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.

Documented minutes for each Professional Learning Community will allow for increased opportunities for teachers to plan for content driven instruction as well as data analysis.

Person Responsible	Keisha Maxwell (kmaxwell@browardschools.com)

With the new F.A.S.T. Assessment in Math coupled with new textbooks, we will provide additional math professional development opportunities via Math Coach and District Secondary Math Support.

Person Responsible	Jean Galiotte (jean.galiotte@browardschools.com)

Teacher and student math data chats following each Progress Monitoring test administration to gauge pacing of curriculum, level of understanding, growth and progress towards goals.

Person Responsible	Keisha Maxwell (kmaxwell@browardschools.com)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the 2022 data, ELA Achievement remained at 31%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023, student ELA Achievement will increase by 5% as measured by the F.A.S.T. Assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored for the desired outcome throughout the year through data chats with students, teachers, and administration. Pull-out and push-in groups will be facilitated with our literacy coach. Formative and summative assessments will also be administered three times throughout the school year to maintain continuous improvement through analysis of data.
Person responsible for monitoring outcome:	Shannon Burch (shannon.burch@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence-based strategy being implemented for this area of focus include data chats during Professional Learning Communities with a focus on current data analysis. All Professional Learning Communities will be facilitated with fidelity, ensuring teachers are sharing instructional practices to increase and impact student achievement. differentiated instruction, and promote parental involvement.
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 data analysis allows for increased opportunities for students to be performing on their instructional level through differentiated instruction. Data analysis will also allow for teachers and parents to stay abreast of students' progress.

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

The literacy coach will conduct pull-outs/push-ins to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. This will ensure all students are provided extended learning opportunities.

Person Responsible	Shannon Burch (shannon.burch@browardschools.com)

Teachers will continually collaborate via scheduled Professional Learning Community meetings facilitated by Literacy Coach and/or District Instructional Specialist support.

Person Responsible	Deborah Sicard (deborah.sicard@browardschools.com)

Extended Learning Opportunities will be provide to targeted group of students to monitor progress on ELA state standards on areas identified on F.A.S.T ELA PM assessments.

Person Responsible   Shannon Burch (shannon.burch@browardschools.com)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2022 assessment data, Science Achievement is 24%, a 3% increase from the 2021 school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, science achievement will increase by 5% as measured by the F.A.S.T. Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored for the desired outcome through data chats with students, administration, and teachers. It will also be monitored though formative and summative assessments, enforcing continuous improvement for all stakeholders.
Person responsible for monitoring outcome:	Keisha Maxwell (kmaxwell@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being	The evidence-based strategy being implemented for this area of focus includes Professional Learning Communities, all teacher-led. All Professional Learning Communities will be facilitated with fidelity, ensuring teachers are sharing instructional practices to increase and impact student achievement. Additionally, Lauderhill 6-12 STEM-MED Magnet School will focus on the pacing calendar, which will ultimately provide maximum instruction for all students to meet or exceed proficiency levels. The science department will also attend specific and deliberate professional development workshops that are designed to increase teacher efficacy, instructional practices, and increase student

implemented for this Area of Focus.	achievement on all formative and summative assessments. All new educators in the department will be provided support through the District and school.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Based on the needs of Lauderhill 6-12 STEM-MED Magnet School, it is critical that all teachers are equipped with the tools necessary to provide individualized instruction. We are committed to teach the whole child, ensuring all students are proficient in all content areas. Additionally, with a focus on increasing student outcomes, all students will stay abreast of their progress throughout the year with data chats with administration, teachers, and coaches.

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.

Using datasheets, students, teachers, and administration will continue to monitor the progress of all students via data chats with teachers. Adjust scheduling to meet the needs of students as reflected by the SSA scores or teacher recommendation.

Person Responsible	Keisha Maxwell (kmaxwell@browardschools.com)

Teachers will review and make lesson adjustments with regular attendance at Professional Learning Community meetings as facilitated by Science Department Chair.

Person Responsible	Renee Barnett (renee.barnett@browardsschools.com)

Students in 8th grade science and 7th grade GEARS 2 (Accelerated Comprehensive Science 2) targeted for SSA proficiency will receive Extended Learning Opportunity before or after school by certified science teachers.

Person Responsible	Keisha Maxwell (kmaxwell@browardschools.com)

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on ESSA Federal Index - Student with Disabilities (SWD) subgroup level for 2021 at 26% and English Language Learner (ELL) subgroup at 30% where both subgroups are below 41% for three (3) consecutive years.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023, SWD and ELL students will increase ELA proficiency by 5% as measured by the F.A.S.T Assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored for the desired outcome through data chats with students, administration and teachers. Additionally, formative assessment and CPST meetings.
Person responsible for monitoring outcome:	Shannon Burch (shannon.burch@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidenced-based strategy being implemented for this area of focus includes Professional Learning Communities facilitated by Literacy Coach / Response to Intervention (RtI) Coordinator. This will ensure best practices will be shared with fidelity. Additionally, the ESE Specialist will work directly with all stakeholders to ensure all students are proficient through facilitating parent meetings, Family Nights, and intervention meetings.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Based on the needs of the school and the new assessment tool, teachers must be equipped with the necessary tools to ensure student growth and success. This will also transfer into supporting standards-based instructional practice.

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.

Using data pulled from MTSS/RtI database, RtI team and teachers will be able to monitor students and provide academic supports for targeted students in SWD and ELL subgroups.

Person Responsible   Shannon Burch (shannon.burch@browardschools.com)

Provide targeted instruction and support to targeted SWD and ELL subgroup via push-in, pull-out, before or after school Extended Learning Opportunity program(s).

Person Responsible   Shannon Burch (shannon.burch@browardschools.com)

Teachers and administrators will attend CPST/RtI meetings to monitor student progress and identify interventions, strengths, needs and resources for student achievement.

Person Responsible   Leslie Farr (lfarr@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.

Identifying the diverse needs of cultural traditions amongst students, community, and stakeholders can be accomplished with the accompaniment of the programmed performance initiatives, resource fares, conceptualizing beliefs, concepts of fairness and equity via opened forums with local political leaders, while embracing the values and rich history and contributions of identified individuals.
Our school will identify employee and teacher of the year to acknowledge their contributions in building positive school culture. Providing multiple opportunities for parental involvement will also be given throughout the school year.

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

Stakeholders that are instrumental in promoting a positive school culture and environment begins with the principal and administration. Additional stakeholders include clerical/customer service front line team, faculty and staff. Student support groups such as Student Government Association also plays a pivotal role in spreading the message of caring from the ground up.