

Broward County Public Schools

# Millennium 6 12 Collegiate Academy



## 2022-23 Schoolwide Improvement Plan

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# Millennium 6 12 Collegiate Academy

5803 NW 94TH AVE, Tamarac, FL 33321

[ no web address on file ]

## Demographics

Principal: Gastride Harigan

Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School 6-9
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	80%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (61%) 2018-19: B (54%) 2017-18: B (58%)
<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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## Millennium 6 12 Collegiate Academy

5803 NW 94TH AVE, Tamarac, FL 33321

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 6-9	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

### School Grades History

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

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### SIP Authority

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<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.**

Providing all students with high-quality, rigorous, and engaging instruction that is relevant and authentic.  
?

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

Educating students to be college and career-ready, socially conscious, and productive citizens in their community.??

### 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
Baugh, Francine	Principal	Supervisor of Curriculum/Instruction, School Management & Operations, Facilities/Maintenance of School, Safety/Security of the School
Edun, Narissa	Assistant Principal	Supervises the master schedule, school improvement plan and school advisory council/forum, school counseling department, social studies and electives department
Satty, Paul	Assistant Principal	Intern Principal who supervises athletics, activities, facilities, safety and security as well as oversees the math, science and exceptional students education department
Gayle, Lisa	Assistant Principal	Supervises professional development, clerical staff, leadership team as well as the English Language Department, Reading Department
Jean, Kim	Reading Coach	To monitor Literacy data and model lessons for all English Language Arts and Reading teachers. Support content area teachers in literacy school wide strategies
Doyle, Edward	Instructional Coach	To monitor Social Studies data and provide support to Civics teachers To ensure training and professional development is provided to Social Studies teachers Supports students in need of academic support, course recovery, pull-out/push-in to 7th-8th grade classrooms.
Schorr, Jennifer	Math Coach	Math Coach, monitors all math assessments and data, models for math teachers, and serves as our ESOL Contact for all ELL students
Taylor, Julie	Instructional Coach	Supports students in need of academic support, course recovery, pull-out/push-in to 6th grade classrooms.
McBurrows, Shuntice	Teacher, ESE	.ESE Specialist, Creates schedules for all ESE paraprofessionals, holds IEP meetings, and conducts professional learning on teaching SWD students
Ledgister, Sheree	School Counselor	Monitors student promotion and graduation status. Counsels students as needed as well as refers students for CPST evaluation as the RTI coordinator.

### Demographic Information

#### Principal start date

Sunday 7/1/2018, Gastride Harigan

**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.*

1

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

**Total number of teacher positions allocated to the school**

81

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

1,389

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

19

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

16

### 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	405	406	402	66	63	60	65	1467	
Attendance below 90 percent	0	0	0	0	0	0	47	74	58	8	15	8	6	216	
One or more suspensions	0	0	0	0	0	0	126	143	77	1	1	1	1	350	
Course failure in ELA	0	0	0	0	0	0	4	5	7	0	0	1	1	18	
Course failure in Math	0	0	0	0	0	0	21	5	5	1	2	6	2	42	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	96	135	116	1	1	1	0	350	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	124	131	114	2	1	0	0	372	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	49	31	10	0	0	0	0	90	

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	121	161	106	1	3	5	1	398	

**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	8	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	3	4	0	0	0	0	7

**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	387	388	384	69	63	61	65	1417
Attendance below 90 percent	0	0	0	0	0	0	41	39	38	0	5	7	1	131
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	1	20	14	0	0	0	0	35
Course failure in Math	0	0	0	0	0	0	16	2	13	0	0	0	0	31
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	11	15	18	0	0	0	0	44
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	6	10	13	0	0	0	0	29
Number of students with a substantial reading deficiency	0	0	0	0	0	0	45	63	45	0	0	0	0	153

**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	7	8	5	0	0	0	0	20

**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	12	25	16	0	0	0	0	53
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

**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	387	388	384	69	63	61	65	1417
Attendance below 90 percent	0	0	0	0	0	0	41	39	38	0	5	7	1	131
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	1	20	14	0	0	0	0	35
Course failure in Math	0	0	0	0	0	0	16	2	13	0	0	0	0	31
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	11	15	18	0	0	0	0	44
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	6	10	13	0	0	0	0	29
Number of students with a substantial reading deficiency	0	0	0	0	0	0	45	63	45	0	0	0	0	153

#### 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	7	8	5	0	0	0	0	20

#### 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	12	25	16	0	0	0	0	53
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

## 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	52%	57%	55%				55%	58%	61%
ELA Learning Gains	49%						53%	58%	59%
ELA Lowest 25th Percentile	34%						41%	52%	54%
Math Achievement	46%	47%	42%				57%	58%	62%
Math Learning Gains	57%						50%	58%	59%
Math Lowest 25th Percentile	54%						43%	51%	52%
Science Achievement	47%	52%	54%				44%	51%	56%
Social Studies Achievement	65%	64%	59%				72%	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	51%	57%	-6%	54%	-3%
Cohort Comparison						
07	2022					
	2019	47%	55%	-8%	52%	-5%
Cohort Comparison		-51%				
08	2022					
	2019	50%	59%	-9%	56%	-6%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	58%	58%	0%	55%	3%
Cohort Comparison						
07	2022					
	2019	38%	53%	-15%	54%	-16%
Cohort Comparison		-58%				
08	2022					
	2019	41%	45%	-4%	46%	-5%
Cohort Comparison		-38%				

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	27%	43%	-16%	48%	-21%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	67%	31%	67%	31%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	71%	0%	71%	0%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	61%	16%	61%	16%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	56%	34%	57%	33%

### 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	20	34	32	18	44	48	19	31			
ELL	35	43	34	33	56	67	23	46	38		
ASN	80	71		83	80			92			
BLK	51	45	32	43	55	52	44	64	69	100	100
HSP	52	57	38	48	62	56	48	63	77	100	100
MUL	52	50		48	50		70				
WHT	54	54	28	53	61	75	45	73	64		
FRL	48	48	38	43	55	52	43	63	72	100	98
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	19	33	31	17	21	20	13	33			
ELL	31	46	41	25	25	26	21	49	33		

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
ASN	68	51		68	28		63		64		
BLK	49	44	42	31	16	16	45	52	47		
HSP	51	49	43	33	24	30	40	57	51		
MUL	62	26		48	21		54	64	42		
WHT	60	56	44	42	22	13	63	40	61		
FRL	47	45	42	32	19	21	39	52	44		
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	37	31	17	39	42	5	43	50		
ELL	37	49	41	47	54	40	31	59	59		
ASN	80	67		88	66			70	92		
BLK	51	50	40	54	48	40	38	69	68		
HSP	54	54	41	55	51	45	47	80	67		
MUL	60	55		64	51	60	50	72	75		
WHT	68	59	47	69	55	46	63	79	78		
FRL	50	51	42	53	49	40	39	70	68		

### ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	60
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	44
Total Points Earned for the Federal Index	717
Total Components for the Federal Index	12
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	60
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	63
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	54
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	56
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	61
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?

In 2022 our school's and ELA achievement data was the only content area that reduced in all content areas. There was an 8-point reduction in ELA achievement from 2021 to 2022. All other content areas increased. Additionally, Students with Disabilities was the only subgroup that is scored a 31%, which was a 10% increase from 2021 to 2022.

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

In 2022, students with disabilities (SWD) scored the following in all tested areas: 21% in ELA achievement, which is a 2-point increase from 2021; in Math achievement, SWDs increased 1 point; in science achievement, SWDs increased 6 point from 2021 to 2022 but decreased 2 points in social studies achievement.

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

We believe we need need to increase our support for SWDs with increased use of literacy strategies in ELA and Math classrooms and provided more small group instruction with specified pull-out/push-in models in Science and Social Studies classrooms.

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

Students of other demographics are showing consistency and maintaining achievement levels and learning gains, including Asian, Black, Hispanic, Multiracial and White, along with English Language Learners and Economically Disadvantaged

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

In school year 2021-2022, our instructional staff now included ESSR/Academic Coaches which provided students with pull-out/push-in support in ELA, Math and Science. These coaches supported students by assisting teachers with additional classroom support as needed, focused on

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

Pull-out and push-in models as well as provide teachers with more effective strategies in supporting students with disabilities, in ELA and Math classrooms as well as Science and Social Studies.

Additionally, our school will need to provide more professional development to new teachers as well as refresher trainings for already established/veteran teachers.

**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.**

Common planning periods for teachers who teach in tested areas, weekly professional learning communities focused on increasing student achievement, monthly common formative assessments to address student needs of improvement, utilization of FAST Data after each implementation (3x a year).

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

Before and after-school tutoring in tested areas (BEST and EOCs), including advanced placement for high school students

### **Areas of Focus**

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

:

**#1. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus  
Description and  
Rationale:**

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

Students with Disabilities achievement scores are statistically reduced over the last few years. It is the only ESSA subgroup in which we scored below 41% Federal Index.

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

Within the ESSA subgroup of Student with Disabilities, our school will increase proficiency by 3% in ELA and 5% in math.

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

Monthly Common Formative Assessment Results and Monthly Shared Best Practices within Professional Learning Communities and trainings provided on Professional Study Days. All ESE certified teachers are involved in general education curriculum planning through PLC and Wednesday workshops

**Person responsible for monitoring outcome:**

[no one identified]

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

PLC Meetings where general education curriculum is discussed with ESE teachers regardless of if the student is on Access Points. Within common planning periods, teachers will create Monthly Common Formative Assessment based on standards covered within a 3-week period. Students will be tested in week 4 or 5 and the results of these assessments will specifically identify Students with Disabilities learning trajectory and trends. The results of these findings will be used to modify instruction and increase the use of literacy strategies and math skills in all content areas.

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

When teachers common plan and collaborate on instructional strategies focused on increasing student learning growth, then the result is more targeted infusion of skills based on the data collected. Teachers can identify areas that need reteaching as well as areas of enrichment.

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

**Action Steps to Implement**

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

1. Provide professional development opportunities to our faculty to assist our ESE students in attaining their IEP goals as well as incorporate literacy/math strategies that will aid in knowledge development
2. Provide our students with tutoring opportunities before and after school by utilizing SSI funds
3. Academic Coaches and Instructional Coaches will initiate pull-outs in elective classes to support ESE students and provide them with further support in core content area classes (math, science, social studies and language arts). Coaches will assist students in practicing skill development and homework assistance.

**Person**

**Responsible**

Francine Baugh (francine.baugh@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 school motto encourages us to follow the STAR expectation in the Hallway, Cafeteria and Bus Area (which were the three areas outside the classroom with the highest disciplinary incidents):

- Be Successful: Holding high expectations for yourself and motivate yourself to try your best
- Be Tolerant: Understanding diversity in students and teachers
- Be Accountable: Taking responsibility and ownership of one's actions
- Be Respectful: Treating yourself and others with dignity and positivity

Our school also revamped our School Mission and Vision statement to reflect our 20th year as a school:

- Mission: Providing all students with high-quality, rigorous, and engaging instruction that is relevant and authentic.
- Vision: Educating students to be college and career-ready, socially conscious, and productive citizens in their community.

Our school also modified the school behavior plan and increased teacher/staff buy-in regarding key areas of concern: Habitual Tardiness, Teacher Absences, Technology Use (Earphones/Airpods) Student Uniforms/IDs, and Staggered Dismissal.

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

Our Positive Behavior Support Team includes the following individuals, aside from school administration:

Teachers: Lorain Morris, Farryn Weiss, Lisa Maceinri, Kimberly Baker, Rachel Glantz, Kamani Jones

Parent: Laquesta Pitts

Equity Liaison: Jennifer Schorr

Each team member meets monthly to discuss ways in which a positive culture can be fostered by teachers and students as well as review school-wide data on rate of disciplinary incidents.

Our school also has a Starshine Committee, which promotes collaboration, comradery and a positive culture by organizing staff events and providing encouragement in times of need. This is a teacher led committee.

We also have monthly Star Teacher/Student of the Month in which staff nominates a teacher who goes above and beyond for our school, students and colleagues. This person is chosen and acknowledged by grade level. Star Student of the Month is identified by each teacher monthly for exhibiting exceptional behavior as well as academic/behavior improvement, etc.

Our principal also sends out a Star Weekly Newsletter including pictures and stories of what is going on in the classroom, highlighting lessons taught and student growth.