New Renaissance Middle School

2022-23 Schoolwide Improvement Plan

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New Renaissance Middle School

10701 MIRAMAR BLVD, M IR Amar, FL 33025

[no web address on file]

Demographics

Principal: Earnest Toliver

Start Date for this Principal: 7/1/2008

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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 Asian Students Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (45%) 2018-19: C (48%) 2017-18: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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New Renaissance Middle School

10701 MIRAMAR BLVD, M IR Amar, FL 33025

[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)
Middle School 6-8	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	97%

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.

New Renaissance Middle is committed to providing students a rigorous curriculum that aims to develop inquiring, knowledgeable, and caring students that see the world through a more global and intercultural perspective that supports understanding and respect.

Provide the school's vision statement.

The vision of New Renaissance Middle School is to produce members of society that demonstrate good character, exude excellence and exemplify respect for all.

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
Binns, Heather	Assistant Principal	The Assistant School Principal shall 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. 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. 9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.* 10. Assist in providing leadership and direction for all aspects of the school's operation. 11. Build teams to accomplish plans, goals and priorities. 12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems. 13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment. 14. Assist in establishing and utilizing the Sterling process to ready the school and community for change. 15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.* 16. Maintain visibility and accessibility on the school campus and at school related activities and events. 17. Assist in the establishment of procedures used in the event of school crisis and/or

Name	Position Title	Job Duties and Responsibilities
		civil disobedience and provide leadership in the event of such incidents. 18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. 19. Assist in providing leadership to involve the school in quality initiatives.* 20. Assist with aligning school initiatives with District, state, and school goals and objectives. 21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met. 22. Communicate school information, goals, student learning and behavior expectations to all customer groups.* 23. Use effective communication techniques with students, teachers, parents and stakeholders. 24. Provide for the articulation of the school's instructional program among school personnel. 25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature. 26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community. 27. Assist in the planning and implementation of initiatives in the Innovation Zone. INFORMATION & ANALYSIS: 28. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.* 29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school. 30. Address the diverse needs of the school population consistent with the District's Strategic Plan. 31. Analyze and use data for decision-making or to improve actions, plans and process.* 32. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction. 33. Access, analyze, interpret and use data in decision making.

Name	Position Title	Job Duties and Responsibilities
		34. Use benchmarks and comparison data in the analysis of results.*
		35. Make data accessible to all stakeholders.*
		STRATEGIC QUALITY PLANNING:
		36. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.*
		37. Assist with facilitating and coordinating the development of the School's Improvement Plan.
		38. Set high goals and standards for self, others and the organization.
		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.*
		40. Assist in the selection and acquisition of instructional materials and equipment.
		41. Collect input and analyze data to develop goals.
		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.
		43. Develop the master schedule and assign teachers according to identified needs.
		44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.*
		45. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.*
		46. Assist in establishing procedures to monitor processes, activities and responsibilities and respond to feedback.
		47. Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.
		48. Assist with facilitating the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.
		49. Assist with providing recognition and celebration for student, staff, and school accomplishments.
		School Assistant Principal
		CUSTOMER FOCUS:
		50. Develop positive relationships with customers

Name	Position Title	Job Duties and Responsibilities

(students, parents, teachers, community, etc.).*
51. Assist with facilitating a program of family and community involvement.
52. Serve as arbitrator for serious discipline problems in accordance with District policy and state statues.
53. Develop and maintain positive school/community relations and act as liaison between the two.
54. Assist in promoting/marketing the school and its priorities to the community.
55. Assist in establishing processes and methods to respond to valid customer requirements.*
56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.
57. Work with parents to resolve complaints or concerns.
58. Interact with government and service agencies relative to student welfare.
59. Assist in establishing processes to determine customer needs and level of satisfaction.*
60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.
61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized.
62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.*
63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community.
64. Assist with the development of activities with business partners that promote student achievement.
HUMAN RESOURCES:
65. Assist in analyzing data and information to plan staff development to accomplish school goals.*
66. Assist with the completion of the annual Needs Assessment to determine staff development.
67. Assist with providing staff development

Name	Position Title	Job Duties and Responsibilities
		opportunities and feedback to personnel at the assigned school.

68. Assist in building a school community and environment which supports
learning and growth for everyone toward realization of the school's mission.*
69. Assist with the development and implementation of an effective staff development
program.
70. Participate in District management meetings and other activities to enhance
professional development.
71. Participate, successfully, in the staff development programs offered to increase the
individual's skill and proficiency related to the assignment.
72. Review current developments, literature and technical sources of information
related to job responsibility.
School Assistant Principal
73. Use team approaches in solving problems and improving processes and
provides frequent feedback to those involved in improvement efforts.*
74. Delegate responsibilities to appropriate staff members.
75. Consider data and results from action research when solving problems and
improving processes.
76. Contribute to positive staff morale through flexibility, support and recognition
of groups and individuals working toward school improvement.*
77. Assign tasks and supervise personnel in task accomplishment including special
projects.
78. Provide recognition and celebration for student, staff, and school accomplishments.
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.*
80. Assist with interviewing and selection of qualified personnel to be recommended
for appointment.
81. Assist with establishing job assignments and supervising of all assigned personnel,
conducting annual performance appraisals, and

Name	Position Title	Job Duties and Responsibilities
		making recommendations for appropriate employment actions according to School Board Policy and Procedures adopted by the School Board.

making recommendations for
appropriate employment actions according to School
Board Policy and Procedures
adopted by the School Board.
82. Assist with difficult personnel decisions when
necessary including dealing with
ineffective teacher or staff performance.
83. Consider the aspirations of self and others in
relation to the jobs and tasks
assigned when assessing expertise and developmental
needs.*
MANAGEMENT OF PROCESSES:
84. Assist in identifying quality requirements of
materials/services and
communicates this information to parents, community
and suppliers.*
85. Access District and community resources to meet
school needs.
86. Demonstrate readiness and confidence in making
and/or sharing decisions in a
timely fashion.
87. Employ an improvement cycle for operational
problems that analyzes results,
identifies root causes, and takes corrective action.*
88. Utilize PLAN, DO, STUDY, ACT (PDSA) and
quality improvement tools to
assess and improve curriculum and instructional
systems, processes, programs
and services.*
89. Understand, support, and implement School Board,
State, and Federal
Policies, procedures, negotiated agreements and
district decisions.*
90. Assist with the implementation and administration
of negotiated employee contracts
at the school site.
91. Implement School Board policy, state statutes, and
federal regulations as they
pertain to the assigned school.
OPERATIONAL RESULTS:
92. Show positive trends in the achievement of
improvement goals in the areas of
operation (key goals), business practices (efficiency)
and customer
satisfaction.*
93. Assist with managing and supervising the school's
financial resources including the
preparation and disbursement of the school's budget
and internal accounts.
94. Assist with establishing and managing student

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

Name	Position Title	Job Duties and Responsibilities
		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. 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. 9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.* 10. Assist in providing leadership and direction for all aspects of the school's operation. 11. Build teams to accomplish plans, goals and priorities. 12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems. 13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment. 14. Assist in establishing and utilizing the Sterling process to ready the school and community for change. 15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.* 16. Maintain visibility and accessibility on the school campus and at school related activities and events. 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. 18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. 19. Assist in providing leadership to involve the school in quality initiatives.* 20. Assist with aligning school initiatives with District, state, and school goals and objectives. 21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.

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

Name	Position Title	Job Duties and Responsibilities
		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.* 40. Assist in the selection and acquisition of instructional materials and equipment. 41. Collect input and analyze data to develop goals. 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. 43. Develop the master schedule and assign teachers according to identified needs. 44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.* 45. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.* 46. Assist in establishing procedures to monitor processes, activities and responsibilities and respond to feedback. 47. Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 48. Assist with facilitating the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system. 49. Assist with providing recognition and celebration for student, staff, and school accomplishments. School Assistant Principal CUSTOMER FOCUS: 50. Develop positive relationships with customers (students, parents, teachers, community, etc.).* 51. Assist with facilitating a program of family and community involvement. 52. Serve as arbitrator for serious discipline problems in accordance with District policy and state statues. 53. Develop and maintain positive school/community relations and act as liaison between the two. 54. Assist in promoting/marketing the school and its priorities to the community. 55. Assist in establishing processes and methods to

Name	Position Title	Job Duties and Responsibilities
		respond to valid customer requirements.* 56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services. 57. Work with parents to resolve complaints or concerns. 58. Interact with government and service agencies relative to student welfare. 59. Assist in establishing processes to determine customer needs and level of satisfaction.* 60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas. 61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized. 62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.* 63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community. 64. Assist with the development of activities with business partners that promote student achievement. HUMAN RESOURCES: 65. Assist in analyzing data and information to plan staff development to accomplish school goals.* 66. Assist with the completion of the annual Needs Assessment to determine staff development. 67. Assist with providing staff development opportunities and feedback to personnel at the assigned school. 68. Assist in building a school community and environment which supports learning and growth for everyone toward realization of the school's mission.* 69. Assist with the development and implementation of an effective staff development program. 70. Participate in District management meetings and other activities to enhance professional development. 71. Participate, successfully, in the staff development

Name	Position Title	Job Duties and Responsibilities
		programs offered to increase the individual's skill and proficiency related to the assignment. 72. Review current developments, literature and technical sources of information related to job responsibility. School Assistant Principal 73. Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.* 74. Delegate responsibilities to appropriate staff members. 75. Consider data and results from action research when solving problems and improving processes. 76. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.* 77. Assign tasks and supervise personnel in task accomplishment including special projects. 78. Provide recognition and celebration for student, staff, and school accomplishments. 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.* 80. Assist with interviewing and selection of qualified personnel to be recommended for appointment. 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. 82. Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance. 83. Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.* MANAGEMENT OF PROCESSES: 84. Assist in identifying quality requirements of

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

Name	Position Title	Job Duties and Responsibilities
		and facility needs and monitor progress toward meeting those needs. 99. Assist with monitoring the custodial program at the school to ensure a clean, healthy, and safe learning environment. 100. Assist with coordinating plant safety and facility inspections at the assigned school. 101. Supervise transportation services at the assigned school. 102. Assist with the supervision of all extracurricular programs at the assigned school. 103. Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements. 104. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of the School Board of Broward County. 105. Ensure adherence to good safety procedures. 106. Perform other incidental tasks consistent with the goals and objectives of this position.
Morales, Janet	Principal	The school Principal shall: INSTRUCTIONAL LEADERSHIP: 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build School Principal (cont.) and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective

Name	Position Title	Job Duties and Responsibilities
		instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected. ORGANIZATIONAL LEADERSHIP: 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 15. Utilize processes to empower others and distribute leadership when appropriate. 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. 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. 18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. 19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.

Name	Position Title	Job Duties and Responsibilities
		20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.
		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.
		22. Maintain high visibility at school and in the community.
		23. Cultivate, support, and develop others within the school.
		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.
		25. Provide recognition and celebration for student, staff, and school accomplishments.
		26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.
		27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.
		28. Interact with government and service agencies relative to student welfare.
		School Principal
		PROFESSIONAL AND ETHICAL LEADERSHIP:
		29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.
		30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.
		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.
		32. Administer negotiated employee contracts in the appropriate manner at the school site.
		33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.

Name	Position Title	Job Duties and Responsibilities
		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. 35. Review current developments, literature and technical sources of information related to job responsibility. 36. Ensure adherence to good safety procedures. 37. Follow Federal and State laws, as well as School Board policies. 38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.
Ingram, Jamila	Instructional Coach	ESSENTIAL PERFORMANCE RESPONSIBILITIES: The Coach, Literacy shall: 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement 2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. 3. build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 4. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate Coach, Literacy (cont.) SBBC: KK-034 research based professional learning through the school's professional learning communities. 5. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community.

Name	Position Title	Job Duties and Responsibilities
		7. analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement. 8. maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required. 9. participate and engage in monthly content related professional learning and learning communities. 10. promote collegiality through collaborative work and reflective practices with teachers and administrators. 11. support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning. 12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction. 13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Fl. 14. participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities. 15. review current developments, literature and technical sources of information related to job responsibilities. 16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.) 17. ensure adherence to good safety procedures. 18. follow federal and state laws, as well as School Board policies. 19. perform other duties as assigned by the principal or designee.
Williams, Andreanna	Teacher, K-12	SAC Chair The Teacher shall: 1. ASSESSMENT use assessment strategies (traditional and alternative) which are aligned with the curriculum and standards to assist in the continuous development of the learner.

Name	Position Title	Job Duties and Responsibilities
		2. COMMUNICATION use effective communication techniques with students, parents, and all other stakeholders. 3. CONTINUOUS IMPROVEMENT Teacher (Cont.) JJ-010 engage in planned continuous professional quality improvement for self and school. 4. CRITICAL THINKING use appropriate techniques and strategies which promote and enhance critical, creative, and evaluate thinking capabilities of students. 5. DIVERSITY use appropriate instructional strategies and materials that reflect each student's culture, learning styles, special needs, and socio-economic background. 6. ETHICS AND REGULATIONS fulfill the terms of any affected written contract and adhere to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and assist in the enforcement of all federal, state and district board regulations. 7. HUMAN DEVELOPMENT AND LEARNING use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students. 8. KNOWLEDGE SUBJECT MATTER demonstrate knowledge and understanding of the subject matter. 9. LEARNING ENVIRONMENTS establish a classroom management system that maintains appropriate discipline and creates a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation. Teacher (Cont.) JJ-010 10. PLANNING plan, align, implement, and evaluate effective instruction and assessment in a variety of learning environments. 11. ROLE OF THE TEACHER work with peers, parents, community, and other stakeholders in the continuous improvement of the educational experiences of students. 12. TECHNOLOGY integrate appropriate technology in teaching and learning processes.

Name	Position Title	Job Duties and Responsibilities
		13. ESOL REQUIREMENT complete the training and obtain the endorsement outlined in State Board of Education rules and/or guidelines if assigned limited English proficient (LEP) students. 14. RECORD KEEPING keep school records and prepare and submit such reports as may be required by law, by regulations of the state board or school district. 15. PROPERTY account for all other school property (keys, records, reports, personal computers, etc.) to the principal of the school or to the Superintendent as may be prescribed by regulations of the state board and of The School Board of Broward County. 16. ADDITIONAL RESPONSIBILITIES Teacher (Cont.) JJ-010 a. perform and promote all activities in compliance with equal employment and nondiscrimination policies. b. ensure adherence to good safety procedures. c. follow federal and state laws, as well as School Board policies. d. perform other duties as assigned by the principal.

Demographic Information

Principal start date
Tuesday 7/1/2008, Earnest Toliver

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
73

Total number of students enrolled at the school
1,102

Identify the number of instructional staff who left the school during the 2021-22 school year.
5

Identify the number of instructional staff who joined the school during the 2022-23 school year.
7

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	383	417	415	0	0	0	0	1215
Attendance below 90 percent	0	0	0	0	0	0	111	131	125	0	0	0	0	367
One or more suspensions	0	0	0	0	0	0	70	63	41	0	0	0	0	174
Course failure in ELA	0	0	0	0	0	0	15	10	6	0	0	0	0	31
Course failure in Math	0	0	0	0	0	0	14	2	9	0	0	0	0	25
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	127	160	141	0	0	0	0	428
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	184	176	210	0	0	0	0	570
Number of students with a substantial reading deficiency	0	0	0	0	0	0	44	20	20	0	0	0	0	84

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	153	156	148	0	0	0	0	457

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	1	3	17	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	1	1	5	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	391	380	416	0	0	0	0	1187
Attendance below 90 percent	0	0	0	0	0	0	94	82	102	0	0	0	0	278
One or more suspensions	0	0	0	0	0	0	8	11	12	0	0	0	0	31
Course failure in ELA	0	0	0	0	0	0	47	29	46	0	0	0	0	122
Course failure in Math	0	0	0	0	0	0	42	15	17	0	0	0	0	74
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	84	78	102	0	0	0	0	264
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	79	78	95	0	0	0	0	252
Number of students with a substantial reading deficiency	0	0	0	0	0	0	228	241	254	0	0	0	0	723

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	164	153	175	0	0	0	0	492

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	1	1	4	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	1	5	1	0	0	0	0	7

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	391	380	416	0	0	0	0	1187
Attendance below 90 percent	0	0	0	0	0	0	94	82	102	0	0	0	0	278
One or more suspensions	0	0	0	0	0	0	8	11	12	0	0	0	0	31
Course failure in ELA	0	0	0	0	0	0	47	29	46	0	0	0	0	122
Course failure in Math	0	0	0	0	0	0	42	15	17	0	0	0	0	74
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	84	78	102	0	0	0	0	264
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	79	78	95	0	0	0	0	252
Number of students with a substantial reading deficiency	0	0	0	0	0	0	228	241	254	0	0	0	0	723

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	164	153	175	0	0	0	0	492

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	1	1	4	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	1	5	1	0	0	0	0	7

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	34%	54%	50%				40%	57%	54%
ELA Learning Gains	42%						46%	57%	54%
ELA Lowest 25th Percentile	36%						35%	48%	47%
Math Achievement	23%	41%	36%				43%	60%	58%
Math Learning Gains	45%						48%	58%	57%
Math Lowest 25th Percentile	61%						45%	49%	51%
Science Achievement	36%	52%	53%				32%	49%	51%
Social Studies Achievement	57%	63%	58%				56%	71%	72%

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	40%	57%	-17%	54%	-14%
Cohort Comparison						
07	2022					
	2019	34%	55%	-21%	52%	-18%
Cohort Comparison		-40%				
08	2022					
	2019	42%	59%	-17%	56%	-14%
Cohort Comparison		-34%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	45%	58%	-13%	55%	-10%
Cohort Comparison						
07	2022					
	2019	35%	53%	-18%	54%	-19%
Cohort Comparison		-45%				
08	2022					
	2019	28%	45%	-17%	46%	-18%
Cohort Comparison		-35%				

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	12%	43%	-31%	48%	-36%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	97%	67%	30%	67%	30%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	52%	71%	-19%	71%	-19%
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	84%	61%	23%	61%	23%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	56%	38%	57%	37%

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	17	34	29	14	42	46	23	32	69		
ELL	24	46	49	19	39	48	23	50	48		
ASN	52	61		63	63		47	83	58		
BLK	31	40	32	20	45	60	36	55	71		
HSP	46	52	50	28	47	65	36	62	63		
MUL	21	20		14	25						
WHT	6	7			33						
FRL	33	41	35	22	44	57	34	56	66		
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	31	32	9	18	27	11	18	31		
ELL	40	44	30	21	21	32	21	35	60		
ASN	60	54		42	17						
BLK	34	37	34	19	12	18	30	33	56		
HSP	42	46	37	23	18	38	28	40	51		
MUL	21	36		18	18						
WHT	50	33		6	6						
FRL	35	38	32	18	13	21	28	35	53		
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	14	34	33	15	31	33	7	39			
ELL	27	43	31	31	49	47	23	38	85		
ASN	67	63		80	76		47		100		
BLK	39	46	35	42	48	45	31	54	79		
HSP	37	43	31	40	41	44	36	56	81		
MUL	33	50		40	36						
WHT	58	59		66	61		32		93		
FRL	40	47	33	42	46	45	33	56	82		

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	465
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	61
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
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	52
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	20
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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	12
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
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?

Decline in 7th grade ELA and Math scores when compared to cohort, SWD and Multiracial students below 41%, increase in Social Science data.

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

Overall decline from 36% to 34% in ELA data, which demonstrates the greatest need for improvement.

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

School-wide literacy focus implementation was not as effective as years prior. The school-wide push for embedding literacy strategies across other content area classrooms. Having students see the same strategies consistently throughout the school day will assist with students' cognitive abilities and for information retention efforts. The Professional Development calendar will be revised to include school-wide literacy focus training for content areas.

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

Math learning gains increased from 13% to 45%. Additionally, the lowest 25th percentile in Math increased from 21% to 61%. As well, Social Science achievement increased from 34% to 57%.

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

Intentional planning in Math and Social Science department. Increased hours for Extended Learning Opportunity in Math via PCG on campus tutors, after school tutoring and test prep sessions. Additionally, Extended Learning Opportunity provided to Civics teachers.

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

Project based learning, tiered approach to learning, consistent data collection, and data chats (teacher/student and administration/teacher).

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.

Sweet Strategies that host on-campus professional development that will cater to the instructional needs of our staff. Professional development opportunities will include small grouping, tier one intervention strategies, and more. Increase department level PLC meetings from once a week to twice a week.

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

1. Small group teacher directed lessons
2. Morning and lunchtime grade level academic games
3. Using Canvas to keep the parents informed about the standards being learned, home work assignments and assessment dates
4. Increased data chats with the students
5. More celebrations (verbal and token) of student achievements
6. Extended Learning Opportunities

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.**	Proficient literacy skills are is imperative success in all content areas. According to the most recent data, only 34% of students with disabilities were identified as proficient in ELA, which was a 2% decrease from the previous school year. Our goal is to create a comprehensive literacy plan that addresses the needs of these students in order to enhance their academic success, as well as increase their achievement level.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By June 202, the percentage of proficient students with disabilities will be at or above 40% for ELA on FAST PM 3.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1. Identify students identified in the lowest quartile, determined by the 2022 FSA Data. 2. Administer FAST PM 1 and DAR Word Recognition Assessment to determine areas of need. 3. Set goals with students and plan with students how to reach individual goals. 4. Provide individualized lessons to meet the needs of the students 5. Progress monitor students bi-weekly
Person responsible for monitoring outcome:	Jamila Ingram (jamila.ingram@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Professional Learning Community for Literacy Team Word study instruction Fluency and vocabulary practice Reading and writing instruction Feedback and motivation Progress monitoring
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	According to the data, students lack the necessary skills needed to be effective readers, because they lack the foundation skills needed to read high complexity text. In order to increase students reading and writing achievement, students have to be progress monitored, and receive effective reading instruction, using the strategies above in order to provide various levels of support as needed.

Action Steps to Implement

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

1. Identify students identified in the lowest quartile, determined by the 2022 FSA Data.
2. Administer FAST PM 1 and DAR Word Recognition Assessment to determine areas of need.
3. Set goals with students and plan with students how to reach individual goals.

4. Provide individualized lessons to meet the needs of the students
5. Progress monitor students bi-weekly

Person Responsible   Heather Binns (heather.binns@browardschools.com)

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

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

The school has a daily focus on SEL and building connections via the Cavalier Connect Homeroom and PASL Classes. As well, staff and student celebrations are used to build a positive school culture. Students' celebration includes: students earn PBIS HERO rewards for quarterly activities, Honor roll celebration, Birthday shout out, character of the month and International Baccalaureate (IB) learner profile of the month. Teachers' celebration includes: teachers caught being great monthly, birthday shout out, holiday celebrations and the week of wellness each semester.

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

Students provided input via:
1. Invite the president of the student counsel to the SEL meetings. 2. Establish the dates for quarterly sit and chat "CAVS Table Talk" events with students to provide and opportunity for student feedback on Schoolwide activities, SEL initiatives and leadership opportunities for students. 3. Quarterly, allow students to participate in an SEL survey (questions will be different that the Panorama Survey) to determine student interest as it relates to rewards and strategies for SEL implementation. 4. Students will participate in SEL competitions which will help students express their understanding of the SEL concepts. An example of the competition is a Public Service Announcement Explaining the Brain state.
Parents:
1. Attend monthly SAC meetings and provide additional feedback via surveys. 2. Title One parent university nights are designed to promote positive school-family connection and they take place monthly.
Staff:
Faculty council and Sunshine club provide the safe space for staff to share input/feedback on school environment.