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South Plantation High School

1300 PALADIN WAY, Plantation, FL 33317

[no web address on file]

Demographics

Principal: Christine Henschel

Start Date for this Principal: 7/1/2001

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	78%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (51%) 2018-19: C (51%) 2017-18: C (49%)
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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South Plantation High School

1300 PALADIN WAY, Plantation, FL 33317

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>78%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>80%</p>

School Grades History

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

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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.

To inspire and develop all Paladins through positive relationships and meaningful high quality instruction to reach their highest potential.

Provide the school's vision statement.

Be Your Best Self, Be "South".

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
Henschel, Christine	Principal	To effectively perform the performance responsibilities using the following knowledge, skills and abilities by providing instructional leadership for all educational programs and operations at the school.
Brunache, Sparkle	Assistant Principal	English, School Improvement Plan, Technology
Marino, Ricardo	Assistant Principal	CTE programs, Safety and Security
O'Brien, Cindy	Assistant Principal	Master Scheduler
Williams, Stephanie	Instructional Coach	Literacy Coach
Cantlupe, Joann	Magnet Coordinator	Environmental Science & Restoration Magnet Coordinator
Manuell, Ryan	Other	State Compliance with IEP and EP's, Conduct annual reviews.

Demographic Information

Principal start date

Sunday 7/1/2001, Christine Henschel

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

2

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

14

Total number of teacher positions allocated to the school

117

Total number of students enrolled at the school

2,223

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

27

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

27

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	619	631	571	529	2350
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	133	147	147	134	561
One or more suspensions	0	0	0	0	0	0	0	0	0	18	14	3	1	36
Course failure in ELA	0	0	0	0	0	0	0	0	0	210	183	138	62	593
Course failure in Math	0	0	0	0	0	0	0	0	0	108	99	116	63	386
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	158	0	0	0	158
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	151	142	95	156	544
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	1	0	0	0	1

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	216	209	186	164	775

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	2	1	13	18

Date this data was collected or last updated

Thursday 9/1/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	619	631	571	529	2350
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	133	147	147	134	561
One or more suspensions	0	0	0	0	0	0	0	0	0	18	14	3	1	36
Course failure in ELA	0	0	0	0	0	0	0	0	0	210	183	138	62	593
Course failure in Math	0	0	0	0	0	0	0	0	0	108	99	116	63	386
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	158	132	140	129	559
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	151	142	95	156	544
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	1	0	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	216	209	186	164	775

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	2	1	13	18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	619	631	571	529	2350
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	133	147	147	134	561
One or more suspensions	0	0	0	0	0	0	0	0	0	18	14	3	1	36
Course failure in ELA	0	0	0	0	0	0	0	0	0	210	183	138	62	593
Course failure in Math	0	0	0	0	0	0	0	0	0	108	99	116	63	386
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	158	132	140	129	559
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	151	142	95	156	544
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	1	0	0	0	1

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	216	209	186	164	775

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	2	1	13	18

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%	52%	51%				48%	57%	56%
ELA Learning Gains	53%						52%	52%	51%
ELA Lowest 25th Percentile	39%						41%	45%	42%
Math Achievement	23%	41%	38%				33%	51%	51%
Math Learning Gains	40%						31%	44%	48%
Math Lowest 25th Percentile	50%						33%	43%	45%
Science Achievement	40%	35%	40%				54%	66%	68%
Social Studies Achievement	64%	51%	48%				68%	71%	73%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	54%	67%	-13%	67%	-13%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	66%	67%	-1%	70%	-4%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	20%	61%	-41%	61%	-41%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	41%	56%	-15%	57%	-16%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	21	39	29	16	29	45	26	36		89	25
ELL	21	37	33	10	44	67	20	26		98	52
ASN	76	65						91			
BLK	40	51	42	16	37	46	40	61		97	39
HSP	43	52	37	22	42	55	35	52		98	55
MUL	73	70		44	45		64	73		100	67
WHT	69	54	39	38	40	40	48	81		96	87
FRL	43	50	40	21	37	45	40	58		97	47
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	17	33	33	14	24	40	24	25		100	27
ELL	18	35	35	18	28	33	38	40		100	39
ASN	73	68		36	20			67		100	71
BLK	36	40	33	20	16	26	40	42		99	52
HSP	41	47	44	22	19	26	41	57		99	53
MUL	52	35		13	25			60		100	67
WHT	73	55	26	28	20	39	57	76		99	71
FRL	37	42	39	17	16	26	39	50		99	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	24	46	46	29	33	34	29	40		94	22
ELL	25	44	41	25	38	48	43	36		82	39
ASN	64	50		45	26		69	87		93	71
BLK	34	42	35	24	29	32	43	58		95	41
HSP	45	52	51	34	30	34	58	64		91	50
MUL	55	66		46	20		67	87		100	43
WHT	78	68	31	48	39	29	76	89		98	66
FRL	40	49	44	29	29	32	51	63		93	42

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	557
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	77
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	47
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	49
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	67
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	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Currently our lowest 25% in ELA and Math is 50 and below. These are our most fragile students. Our achievement in ELA has increase 2% from the 2021 school year but it still remains below 50%. Our Math achievement is even lower at 23% which is only a 1% increase from 2021 school year. Our Science achievement has dropped to 40% which is low compared to our historical data of above 50%. Lastly our Social Studies has improved from the 2021 school year increasing 8% resulting in an overall achievement of 64%.

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

The greatest need of improvement in with our lowest 25% population of students who are only at 39% in ELA and 50% in Math overall achievement. Our ELL student population in the lowest 25% is our greatest need with 21% ELA and 10% in Math overall achievement. This is well below are SWD student population.

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

Some contributing factors is student attendance and academic support in critical subject areas such as ELA and Math.

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

The most improvement came from the social studies achievement which increased 8% points moving from 56% proficiency in 2021 to the 64% in 2022 school year. Math learning gains also showed a significant increase from 18% 2021 to now 40% in 2022 school year, which is an overall 22% increase in learning gains.

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

The contributing factors are double dose the 9th and 10th grade students in Algebra. Also provided extended learning opportunities in Math after school.

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

Providing more extending learning opportunities outside of the classroom such as academic tutoring and pull out support in ELA and Math for our ELL and lower quartile students.

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

Teachers will participate in professional learning communities on Tuesdays and planning days were they will conduct data drives and create strategic plans to enhance student learning. This data drives will be in the form of data chats with administration and with their students.

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

School wide literacy focus will be implemented where reading across the curriculum will be encouraged on Fridays. Also offering extended learning opportunities on the weekends and afterschool so student can enhance their learning.

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 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 data provided the instructional practice related to ELA is a critical need for our school. Our lowest 25% achievement is the lowest in ELA with only 39% of the population being proficient. ELA is directly related to all other critical subject areas, without a proficiency level above 50% the entire student learning is effected.

Measurable Outcome:

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

By June 2023, The lowest 25% of students in ELA will increase their achievement by 11% as measured by the FAST.

Monitoring:

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

This will be monitored by end of unit exams and tests, common formative assessments, midterm exams, and HMH progress monitoring. We will also use professional learning communities amongst the teachers to monitor the outcome.

Person responsible for monitoring outcome:

Sparkle Brunache (sparkle.veasybrunache@browardschools.com)

Evidence-based Strategy:

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

Professional development will be provided school wide to model differentiated instruction, technology integration, supplemental small group instruction and scaffolding strategies.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The specific strategy was selected as a goal to ensure common language, strategies, and instructional expectations among staff, students, and administration. State data combined with school data was used to determine the area of focus.

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. Analyze data of SWD, ELL, and lowest 25%
2. Schedule and Conduct professional development on reading strategies designed to raise lexile level of students.
3. Pair ESE and General Classroom teachers for lesson planning that includes reading strategies and sharing or best practices.
4. Observe classroom instruction and provide progress monitoring.
5. Evaluate quarterly results of common formative assessments designed to evaluate reading growth within the content areas.

Person Responsible

Sparkle Brunache (sparkle.veasybrunache@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.

A positive school culture begins with our message of "Together We Shine". Embracing this idea brings about various student and staff recognition for standing out with positive behaviors and actions. Continuing an environment of acceptance and high expectations improves our culture through various modalities as adults and students alike find ways to embrace the concept and create ways to continue and expect a supportive and fulfilling environment.

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

Assistant Principal Marino delivers Funky Friday where he interviews a select staff member to reveal their personal history and "WHY" for becoming a teacher. Mr. Marino also Sponsors' "Catch them being Great" where adults and students are given shout outs on the PA, email or Funky Friday for actions sponsoring a positive school culture. Activities Director Mr. Hankerson's student of the month gives adults the opportunity to recommend an outstanding student displaying values centered around a positive school culture. Our School Advisory Council recognized and employee of the month through parent, teacher, administration or student recommendations as they provide a written proposal for all the actions this person displays to honor the positive school culture.