

Broward County Public Schools

# Dillard 6 12



2022-23 Schoolwide Improvement Plan

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## Dillard 6 12

2501 NW 11TH ST, Fort Lauderdale, FL 33311

[ no web address on file ]

### Demographics

**Principal: Cassandra Robinson**

Start Date for this Principal: 7/1/2012

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<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)	100%
<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* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (47%) 2018-19: C (52%) 2017-18: C (49%)
<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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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Dillard 6 12

2501 NW 11TH ST, Fort Lauderdale, FL 33311

[ no web address on file ]

### School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p><b>2021-22 Title I School</b></p> <p>Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>98%</p>

### School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	C	C	C	C

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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.**

Our commitment at Dillard High School is to promote high student achievement and academic excellence through quality programs with unique opportunities in technology and the arts and thereby enhance social development for all students.

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

Educating today's students to succeed in tomorrow's world.

### 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
Robinson, Casandra	Principal	Principal Oversees all processes and procedures related to student learning. Communicates information, policies, and procedures from the state and district with all staff and community members. Works with school leaders and the district to improve instruction. Build relationships and collaborates with stakeholder for the benefit of student success. Creating a positive school climate Cultivating leadership in others
Roberts, Gia	Assistant Principal	Assistant Principal Works with the principal to implement and support the school-wide vision and mission. Oversees specific and duties as assigned by the principal. Ensures that all processes and procedures related to student learning are executed with fidelity. Communicates information, policies, and procedures from the state and district with all staff and community members. Works with school leaders and the district to improve instruction. Build relationships and collaborates with stakeholder for the benefit of student success. Creating a positive school climate Cultivating leadership in others
Jones, Jeanie	Teacher, Career/ Technical	Serves as the School Advisory Chairperson Oversees and works with faculty and staff to ensure the compliance and completion of all components of the School Improvement Plan. Work with community members and community leaders to build relationships that support student success. Health Science Instructor

**Demographic Information**

**Principal start date**

Sunday 7/1/2012, Cassandra Robinson

**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.*

4

**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.*

18

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

126



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

2,273

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

18

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

17

**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	178	191	159	596	562	447	397	2530
Attendance below 90 percent	0	0	0	0	0	0	79	85	63	253	274	22	274	1050
One or more suspensions	0	0	0	0	0	0	263	73	41	94	68	65	23	627
Course failure in ELA	0	0	0	0	0	0	36	14	6	110	91	46	14	317
Course failure in Math	0	0	0	0	0	0	6	36	16	39	100	96	40	333
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	64	103	66	208	218	83	42	784
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	86	104	98	89	239	116	7	739
Number of students with a substantial reading deficiency	0	0	0	0	0	0	2	6	1	3	0	3	0	15

**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	97	123	77	293	215	148	89	1042

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	0	2	0	0	2	24	30
Students retained two or more times	0	0	0	0	0	0	3	5	4	24	8	6	3	53

**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
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**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	146	138	173	451	505	480	380	2273
Attendance below 90 percent	0	0	0	0	0	0	50	54	68	166	208	231	205	982
One or more suspensions	0	0	0	0	0	0	30	21	35	27	14	17	3	147
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

**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	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	31%	52%	51%				35%	57%	56%
ELA Learning Gains	45%						43%	52%	51%
ELA Lowest 25th Percentile	38%						33%	45%	42%
Math Achievement	21%	41%	38%				35%	51%	51%
Math Learning Gains	43%						48%	44%	48%
Math Lowest 25th Percentile	52%						49%	43%	45%
Science Achievement	37%	35%	40%				42%	66%	68%
Social Studies Achievement	44%	51%	48%				53%	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
06	2022					
	2019	30%	57%	-27%	54%	-24%
Cohort Comparison						
07	2022					
	2019	14%	55%	-41%	52%	-38%
Cohort Comparison		-30%				
08	2022					
	2019	41%	59%	-18%	56%	-15%
Cohort Comparison		-14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	31%	58%	-27%	55%	-24%
Cohort Comparison						

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
07	2022					
	2019	11%	53%	-42%	54%	-43%
Cohort Comparison		-31%				
08	2022					
	2019	6%	45%	-39%	46%	-40%
Cohort Comparison		-11%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	15%	43%	-28%	48%	-33%
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	47%	67%	-20%	67%	-20%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	23%	71%	-48%	71%	-48%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	60%	67%	-7%	70%	-10%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	31%	61%	-30%	61%	-30%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	46%	56%	-10%	57%	-11%

**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	13	34	33	12	34	43	17	23		96	32
ELL	22	51	55	19	42		39	52		100	58
BLK	28	43	38	19	41	51	34	41	62	95	48
HSP	57	61		36	54		58	76		97	74
MUL	55	60									
WHT	58	64		52	58		93	100		80	
FRL	27	42	38	19	42	51	34	40	61	95	50
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	15	24	23	19	28	33	13	30		90	14
ELL	22	45	39	24	24	29	9	55		100	33
BLK	28	32	26	17	20	28	28	40	30	97	34
HSP	60	53		45	31		65	79	40	95	58
WHT	78	48		43	31		100	100			
FRL	28	33	28	17	19	26	28	44	33	97	32
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	15	36	36	26	49	42	28	24		93	57
ELL	27	46	48	43	53	53	40	53		76	69
BLK	30	42	33	31	45	48	38	49	68	94	71
HSP	68	51	40	73	70		80	90		95	74
MUL	61	50		54			60				
WHT	73	65		83	70		88	91		100	73
FRL	32	42	34	33	46	47	39	49	70	95	70

**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

<b>ESSA Federal Index</b>	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	12
Percent Tested	95%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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
<b>English Language Learners</b>	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
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
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	64
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	58
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	72
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	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?**

Across all of our content areas (ELA, Math, Sciences) with the exception of Social Studies, on average, we have about 70% of our students were are not meeting proficiency. In Social Studies, it's between 50 and 60 percent in U.S. History and Civics respectively. Overall, Dillard students improved in almost every content area and subgroup with the exception of Social Studies achievement and our graduation rate, bringing us close to our pre-pandemic achievement levels.

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

Based on progress monitoring and 2022 state assessments, the data component with the greatest need for improvement is our Math Acceleration and our Social Studies achievement among our middle grades Students with Disabilities (SWD).

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

While Dillard High School 6-12 is near its pre-pandemic academic levels, our students with disabilities still need additional support to reach and surpass pre-pandemic levels. Our middle grades students with disabilities took the greatest hit. To improve our student performance in this area, we have added a new guidance counselor specific to middle grades. We are also progress monitoring through district and state resources such as SAVVAS, HMMH, System44, and Read 180 and ensuring that support staff and ESE support facilitators are pushing in, pulling out, and constantly analyzing student progress.

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

All content areas saw growth in achievement levels, learning gains, and in the lowest 25% with the exception on our Social Students content area. The area with the greatest growth for our SWD are in the areas of ELA learning gains and math learning gains in the lowest 25%. In the area of ELL, the areas with the greatest improvements were in math learning gains.

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

The contributing factors for the above-listed improvement can be attributed to effective professional learning communities, Support staff (push in/pull out), parent and family communication, and engagement.

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

We will need to continue on the trends from the last school year of effective professional learning communities, Support staff (push in/pull out), parent and family communication, and engagement with targeted interventions for our SWD and our ELL 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.**

We look forward to continuing the following training in addition to those provided by the district for specific content and curricular needs: CHAMPS Training, RtI/MTSS, and CPST, Effective Parent Communication, Meeting the Needs of our SWD, Courageous Conversations, SEL, and Equity Training.

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

Data chats will be conducted with teachers and administrators after each State to discuss student progress and determine the next steps in the instructions process. Parents will be invited to attend FASFA nights and curriculum nights to understand student grades and instructional processes. Dillard High School 6-12 will utilize support available for our District offices to support our teachers and students in the area of ESOL and ESE with regular and quarterly meetings to monitor our progress.

**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.**

Based on our 2021-2022 FSA data, our Students with Disabilities (SWD) have been identified as our critical need areas. Our SWD earned 32% in our Federal Percentage Point Index. More specifically, in 7th grade, our SWD dropped by 26 percentage points in math achievement and 11 points in Social Studies achievement. In 10th and 11th grade, our SWD dropped 10 percentage points in math achievement.

**Measurable****Outcome:**

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

By June 2023, as evidenced by the FAST and EOC assessments, our SWD will in 7th, 10th, and 11th grade increase by at least 10 percentage points, which will also improve our achievement on the Federal Percentage Point Index.

**Monitoring:**

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

To improve and monitor our student performance in this area, we will utilize district and state resources such as SAVVAS, HMH, System44, and Read 180 and ensure that support staff and ESE support facilitators are pushing in, pulling out, and constantly analyzing student progress.

**Person responsible for monitoring outcome:**

Gia Roberts (gia.roberts@browardschools.com)

**Evidence-based****Strategy:**

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

The evidence-based strategies being implemented in this focus area include Response to Intervention (RtI), Positive Behavior Interventions and Supports, targeted Professional Development, Progress Monitoring, and Professional Learning Communities.

**Rationale for Evidence-based****Strategy:**

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

The rationale for selecting Response to Intervention (RtI), Positive Behavior Interventions and Supports (PBIS), and Collaborative Problem Solving Interventions and Support (PBIS) is directly related to the needs of the SWD at Dillard 6-12. We want to be intentional in screening, intervening, and monitoring our students' academic success. Each of these strategies relies heavily on evidence-based practices and data collection and analysis.

**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.

Initiate a meeting with the administration, the school's support personnel, and the district's leaders in each of these research-based areas to analyze our school's strengths and weaknesses in each of the processes and to create action steps.

**Person Responsible** Gia Roberts (gia.roberts@browardschools.com)

Create training opportunities for staff in PBIS, RtI, and CPST.

**Person Responsible** Gia Roberts (gia.roberts@browardschools.com)

Progress monitoring to ensure that strategies are being implemented correctly and with fidelity.

**Person Responsible** Casandra Robinson (casandra.robinson@browardschools.com)

Facilitate monthly professional learning communities for staff to forward plan and discuss student progress.

**Person Responsible** Gia Roberts (gia.roberts@browardschools.com)

**#2. Instructional Practice specifically relating to ELA****Area of Focus****Description and Rationale:**

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

Literacy is tied to all other content areas. Across all core content areas (ELA, Math, Sciences) with the exception of Social Studies, on average, we have about 70% of our students were are not meeting proficiency. In Social Studies, it's between 50 and 60 percent in U.S. History and Civics respectively. Additionally, Dillard's overall ELoA proficiency score remained the same as the previous year's score.

**Measurable****Outcome:**

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

By June 2023, as evidenced by the FAST end-of-the-year assessment assessments, our overall, school-wide ELA proficiency score will increase by at least 5 percentage points from the current 31% to at least 35%.

**Monitoring:**

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

In the area of Reading, we will use System 44 and Read 180 to address phonics, decoding, and areas of deficiencies within student academic performance. These programs allow the teacher to progress monitor through the three assessment periods (AP) as well as drive instructions based on the student's individual needs. Data chats will be conducted with teachers and administrators after each State to discuss student progress and determine the next steps in the instructions process.

We will also use MyHRW, USA TestPrep, NewsELA, Vocabulary.com and Nearpod along with other digital resources to provide practice in informative texts in all reading classes and to address and assess comprehension skills.

**Person responsible for monitoring outcome:**

Gia Roberts (gia.roberts@browardschools.com)

**Evidence-based Strategy:**

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

The evidence-based strategies being implemented in this focus area include System 44, Read 180 and MyHRW.

**Rationale for Evidence-based Strategy:**

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

The rationale for selecting is that it has progress monitoring tools built in at the students' Lexile and instructional level with built-in algorithms that differentiate instruction based on the students' progress and comprehension rate. These programs give teachers real-time data. Dillard intends to be intentional in screening, intervening, and monitoring our students' academic success. Each of these strategies relies heavily on evidence-based practices and data collection and analysis.

**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.

Initiate a meeting with the administration, the school's support personnel, and the district's leaders in each of these research-based areas to analyze our school's strengths and weaknesses in each of the processes and to create action steps.

**Person Responsible** Gia Roberts (gia.roberts@browardschools.com)

Create training opportunities for ELA teachers in System 44, Read 180, and MyHRW.

**Person Responsible** Gia Roberts (gia.roberts@browardschools.com)

Progress monitoring to ensure that strategies are being implemented correctly and with fidelity.

**Person Responsible** Casandra Robinson (casandra.robinson@browardschools.com)

Facilitate monthly professional learning communities for staff to forward plan and discuss student progress.

**Person Responsible** Gia Roberts (gia.roberts@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.**

For many years, Dillard High School 6-12 acknowledges World Cultures through its artistic and culinary expression. Through the dance program, students have the unique opportunity to learn from professional educators, performers, and choreographers through master classes, attendance at performances, and participation in new choreographic works. Our students share this love for World Culture through their performances and shows throughout the school year. The industry professionals who embark upon Dillard's campus to teach our students represent a wide variety of cultures in their composition and artistic expression.

Our school has been a staple in the community it serves since 1907 and has a rich cultural connection to the people and community it serves. Our alumni association is a rich and vibrant part of our school's community and can always be counted on to support our students in the arts, academics, and athletics.

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

A positive school culture and environment is everyone's job -- from the principal to administrators, to students, teachers, staff, and community members. We endeavor to ensure that everyone leaves our Dillard High School campus with a positive experience.

The Front Desk, Student Affairs/Student Services, and our Guidance offices are key access points to our school. It is the first line of contact and a wonderful opportunity to demonstrate exceptional customer service. Our visitors and stakeholders are welcomed and greeted upon entering. Our clerical staff listen to the needs of our guest, ask clarifying questions, and help direct them to their locations as it relates to their needs.

Our goal is to ensure that our visitors have every opportunity to be heard and have their questions answered. We want them to feel welcomed and have their concern validated. By greeting our guests and asking clarifying questions, our staff members are able to direct them to the right location and address their needs.