

Broward County Public Schools

# Dave Thomas Education Center West



## 2022-23 Ungraded Schoolwide Improvement Plan

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## Dave Thomas Education Center West

4690 COCONUT CREEK PKWY, Coconut Creek, FL 33063

[ no web address on file ]

### Demographics

**Principal: Synithia Crawford**

Start Date for this Principal: 7/1/2020

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	Alternative
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK, 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2021-22 Title I School</b>	No
<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* White Students* Economically Disadvantaged Students*
<b>School Improvement Rating History</b>	2021-22: Maintaining 2020-21: No Rating 2018-19: Commendable 2017-18: Commendable 2016-17: Maintaining
<b>DJJ Accountability Rating</b>	2023-24: No Rating

### School Board Approval

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

## SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

## Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Our mission is to provide a relevant, rigorous curriculum in a safe and conducive learning academic environment. With the help of parent(s)/ guardian(s), equip each student with lifelong skills and academic strategies that prepare them for college or careers in a global society.

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

Our vision is to Stimulate, Motivate, Educate, Empower, and Graduate our students to become productive members of society.

#### Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Our school population consists of transients students from all across North Broward County. We receive student with credit and attendance deficits from overage 7th grade through adult. Our students receive academic and socio-emotional support from their instructors, coaches, ESSER, School Counselors, and Social Worker, in an effort to maximize their potential while striving to meet both the vision and mission of the school

### School Leadership Team

#### Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Egelsky, Perry	Principal	Lead teachers and staff, set goals for the school, work to meet the academic needs of all students. Oversee school operations, budgets, discipline, hiring. Ensure each aspect of the school is producing positive results.
Crawford, Synithia	Assistant Principal	Assist the Principal with the vision, mission, and responsibilities of Dave Thomas Education Center and Charles Drew Family Resource Center.
Drayton, Lynnette	Assistant Principal	Assist the Principal with the vision, mission, and responsibilities of Dave Thomas Education Center and Charles Drew Family Resource Center.
Rolle, Kenneth	Assistant Principal	Assist the Principal with the vision, mission, and responsibilities of Dave Thomas Education Center and Charles Drew Family Resource Center.

#### Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

**Demographic Information**

**Principal start date**

Wednesday 7/1/2020, Synithia Crawford

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

427

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

35

**Number of teachers with professional teaching certificates?**

31

**Number of teachers with temporary teaching certificates?**

1

**Number of teachers with ESE certification?**

1

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

4

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

2

**Demographic Data**

**Early Warning Systems**

**2022-23**

**The number of students by 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	9	27	5	39	79	210	369
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	29	69	213	313
One or more suspensions	0	0	0	0	0	0	0	0	1	0	3	5	16	25
Course failure in ELA	0	0	0	0	0	0	0	0	4	5	37	75	179	300
Course failure in Math	0	0	0	0	0	0	0	0	4	4	35	71	176	290
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	1	3	7	23	34
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	2	37	53	93
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	11	3	6	11	8	39

**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	4	5	35	71	179	294

**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	2	0	0	1	140	143
Students retained two or more times	0	0	0	0	0	0	0	1	4	21	5	2	60	93

**Date this data was collected or last updated**

Monday 8/29/2022

**2021-22 - Updated**

**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	1	15	48	63	106	332	565
Attendance below 90 percent	0	0	0	0	0	0	0	0	7	18	45	84	271	425
One or more suspensions	0	0	0	0	0	0	0	0	3	1	1	2	2	9
Course failure in ELA	0	0	0	0	0	0	0	0	4	4	2	11	12	33
Course failure in Math	0	0	0	0	0	0	0	0	11	7	1	4	6	29
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	6	24	35	55	157	277
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	7	21	36	23	149	236

**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	12	25	38	63	214	352

**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	5	7	2	10	45	69

**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		57%	55%					58%	61%
ELA Learning Gains								58%	59%
ELA Lowest 25th Percentile								52%	54%
Math Achievement		47%	42%					58%	62%
Math Learning Gains								58%	59%
Math Lowest 25th Percentile								51%	52%
Science Achievement		52%	54%					51%	56%
Social Studies Achievement		64%	59%					74%	78%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	10%	59%	-49%	56%	-46%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	6%	45%	-39%	46%	-40%
Cohort Comparison		0%				



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	1%	43%	-42%	48%	-47%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	10%	67%	-57%	67%	-57%
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	15%	67%	-52%	70%	-55%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	3%	61%	-58%	61%	-58%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	2%	56%	-54%	57%	-55%

**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										59	4
ELL										71	22
BLK				5						66	10
HSP										53	10
WHT										50	8
FRL				5						59	10

  

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										75	4
ELL										40	8
BLK										60	10
HSP										42	
WHT										41	
FRL										55	7

  

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										33	
ELL										15	
BLK								6		33	10
HSP										32	20
WHT										30	
FRL							8	9		34	9

**ESSA Data Review**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	15
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	27
Total Points Earned for the Federal Index	118
Total Components for the Federal Index	8
Percent Tested	62%

**Subgroup Data**

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
<b>English Language Learners</b>	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
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	29
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	19
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

## Part III: Planning for Improvement

### Data Analysis

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

**Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?**

Although a specific area was not identified last year, ELA showed a significant deficit. Both System 44 and Read 180 were implemented last year, which had Growth Measurement Assessments built in to the curriculum.

**Which data component showed the most improvement? What new actions did your school take in this area?**

N/A

**What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?**

ELA growth is an urgent need for our school. Although System 44 and Read 180 were introduced last school year, the programs were not adhered to with fidelity. Progress monitoring (student results on GMA) as well as classroom visits/walkthroughs set the foundation for to determine the lack of participation/understanding. This school year brings about an enhanced focus and a renewed commitment to excellence for our students and instructors.

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

All grade levels and core content areas are below both state and district data review for State Assessment in proficiency. Six subgroups are 41% below the Federal Index. The most evident trend shows racial demographic subgroups of Black/African, White, and ELL students below 32% for three consecutive years.

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

Teachers need to continuously build upon the student’s foundation with various learning activities. Hence a connection is made between the concept and representation. For all subject areas, students need to use an evidenced based approach for both writing and reading the text. Additionally, graphic organizers

need to be used. Teachers needs to orchestrate small groups according to the students' mastery level. In small groups, fluency is developed. Students engage in discussions that reflect on critical thinking. Students will need additional practice by communicating about the critical content in verbal discussions and by writing. Moreover, the use of patterns and structure connect the problems and solutions. Thus, learning is accelerated.

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

Teachers need access and training on educational software. Both ELA and mathematics instructions have received new instructional materials which require further training and implementation. Additionally, some classrooms need technology for both the students and teacher.

### Areas of Focus:

**#1. Instructional Practice specifically relating to Student Engagement**

**Area of Focus Description and Rationale:**

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

Looking at our overall data, it was determined that academic success could better be measured by altering our instructional delivery model. Teachers will transition from 15 minutes of daily instruction to a more traditional model. 3 days of classroom instruction, focusing on specific standards. "Lab days" will take place 2 days per week, allowing students to work on specific syllabus requirements and enhance academic acceleration.

**Measurable Outcome:**

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

By June 2023, 5% learning gains are expected in each content area.  
By June 2023, there will be a 9% increase in graduation rate from 61% to 70%.

**Monitoring:**

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

Administration will monitor daily adherence to IDM as well as communication with coaches/department heads through PLCs.

**Person responsible for monitoring outcome:**

Perry Egelsky (perry.egelsky@browardschools.com)

**Evidence-based Strategy:**

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

Intentional and ambitious efforts to build vocabulary and content knowledge

**Rationale for Evidence-based Strategy:**

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

Rationale based on observation as well as assessment data indicate that a stronger instructional base will yield more positive assessment data.

**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.

Action Steps include:

- Direct communication with instructors to ensure proper Instructional Delivery.
- All instructors will be trained on Instructional Delivery expectations.
- Coaches/Department Heads will receive explicit instructions and expected to model during PLC's.
- Classroom walkthroughs will be conducted to provide actionable feedback.
- Administration will monitor for fidelity.

**Person Responsible**

Perry Egelsky (perry.egelsky@browardschools.com)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

**#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.

Since 2020, students experienced various changes to include new curriculum and assessment requirements. Teachers and students had to pivot in learning styles due to the COVID-19 remote learning thereby impacting test scores. ELA learning gains are gradually increasing as students and teachers reach a sufficient level of normalcy.

**Measurable Outcome:**

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

Data review revealed ELA learning gains have transitioned from 45% in school year 2018-2019 to 32% in 2021-2022. By June 2023, the FAST ELA results should reflect a 5% learning gain from 2021-2022 school year to 2022-2023 school year.

-The Literacy Coach will monitor implementation of the reading plan and ensure that teachers are in compliance in Intensive Reading and ELA.

-Literacy Coach and Administrators will conduct informal reading walk-throughs using the suggested “look fors” to monitor whole group and small group instruction.

-The Literacy Coach will share data walkthrough data as needed and Progress Monitoring Data with Administrators and other members of the MTSS to provide intervention or additional support for students.

-Administrators will ensure that the school’s Literacy Team consistently collects and reviews overall student reading data results and monitors more frequently progress the students’ receiving reading interventions to determine or adjust level of support needed for the students.

**Monitoring:**

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

**Person responsible for monitoring outcome:**

Perry Egelsky (perry.egelsky@browardschools.com)

**Evidence-based Strategy:**

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

Increase student motivation and engagement in literacy learning.

**Rationale for Evidence-based Strategy:**

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

Motivating struggling readers to be more engaged in literacy will ultimately lead to increased learning gains as students become more comfortable and familiar with literacy strategies.

**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.

-Schedule relevant teacher-led professional development on PSD and Employee Planning dates

-Provide professional development as needed from 2:00 to 2:30 pm and District Support

-Implemented a school-wide literacy plan that is monitored and revised weekly based on student data

-Administration meets weekly with ELA Department to discuss Growth Measurement Assessment data

-Administration conducts observations of board configurations, fidelity of instruction & authentic student engagement versus ritual compliance

**Person Responsible**

Perry Egelsky (perry.egelsky@browardschools.com)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the

process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

### Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

**Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.**

Student Attendance

**Describe how data will be collected and analyzed to guide decision making related to the selected target.**

Student attendance is tracked daily. A record is shared with administration as well as the ESSER and School Social Worker. Any student exhibiting an adverse attendance pattern (5 consecutive days or more) will be referred to the School Social worker. Refera

**Describe how the target area, related data and resulting action steps will be communicated to stakeholders.**

Any student exhibiting an adverse attendance pattern (5 consecutive days or more) will be referred to the School Social worker. Parent communication including possible home visits and attendance contract outlining school attendance requirements will be completed to ensure adherence to district/school attendance policy.

**Describe how implementation will be progress monitored.**

Progress monitoring will be done on a daily basis. Teachers are required to take attendance daily. ESSER and Social worker monitor student attendance daily using excel spreadsheets to determine if/when a student meets the 5 day threshold.

**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.

Action Step	Person Responsible for Monitoring
Teacher's take attendance daily in Pinnacle	Egelsky, Perry, perry.egelsky@browardschools.com
ESSER/School Social Worker monitor daily attendance and communicate with parents/students as necessary	Egelsky, Perry, perry.egelsky@browardschools.com