

Broward County Public Schools

International School Of Broward



2022-23 Schoolwide Improvement Plan

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International School Of Broward

3100 N 75TH AVE, Hollywood, FL 33024

isbcharterschool.org

Demographics

Principal: Henry Crawford

Start Date for this Principal: 8/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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)	18%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: I (%) 2018-19: C (50%) 2017-18: C (47%)
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	CSI
* 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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International School Of Broward

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isbcharterschool.org

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 6-12</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>18%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>87%</p>

School Grades History

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

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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.

MISSION

The International School of Broward (ISB) holds the belief that providing our students with a solid educational foundation is paramount to the development of their intelligence. Within the International School of Broward's academic framework, each student is given the opportunity to acquire the skills, abilities, and attitudes needed to succeed in higher educational settings and beyond. Providing our students with an edifying edge enables them to believe in themselves, to be knowledgeable and cultured and to become great communicators. The International School of Broward strives to continue offering an innovative and comprehensive academic program that adjusts to an ever-changing world and to prepare students to qualify for, and to pursue, career goals that will enrich their lives and benefit society as a whole.

Provide the school's vision statement.

VISION STATEMENT

At the International School of Broward, our vision statement is "Preparing Tomorrow's Global Leaders". Upon graduation from the International School of Broward, each student will have gained the following skills and attributes, which encompass our profile steps of defined success:

- Have a great understanding of the principles of moral reasoning, which promotes integrity, honesty and a sense of fairness and justice.
- Have acquired significant knowledge and the essential skills to conduct purposeful and constructive research. Learning will be viewed as enjoyable and their love of learning will be life-long.
- Apply thinking skills critically and innovatively to make sound decisions and solve complex problems.
- Approach unfamiliar settings or situations calmly with confidence and have the "independence of spirit" to explore new roles, ideas and strategies.
- Show empathy toward the needs and feelings of others. Develop a sense of personal commitment to action and service.
- Respect the beliefs, values and traditions of other individuals and cultures, and seek and consider different points of view.
- Understand and communicate ideas and information effectively in more than one language and via other mediums such as the performing arts.
- Gain access to any university in the world with their US High School Diploma and or French American Baccalaureate (BFA) degree including highly competitive U.S. Colleges and Universities.

ISB aims to provide a comprehensive academic program that helps each child to reach his or her potential, prepare students to function in a competitive global society while fostering their critical thinking skills through meaningful inquiry and rigorous academic engagement. The uniqueness of the International School of Broward enables its students to explore languages and cultures and to become biliterate in English and another language of their choice. The school strives to cultivate the development of the students' character and provide them with a solid foundation that will foster life-long learning. The school emphasizes intercultural understanding, and a thorough knowledge of the 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
Crawford, Henry	Principal	<p>His responsibilities are to develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, hire and evaluate staff and oversee facilities. He further develops safety protocols and emergency response procedures for the school. The principal coordinates and supervises the collection of data and collaborates with the team of educators to plan a comprehensive academic program for all students regardless of their academic, cultural, or economic differences. Dr. Crawford works with students and parents to ensure that their child is on the correct track to graduate. He also will Identifying issues affecting school performance, such as absenteeism, addressing social or behavioral problems, and assist students to develop skills needed for academic success.</p>
Walker, Hyacinth	Teacher, K-12	<p>Literacy Coach - helps design the literacy program for all grade levels to ensure the implementation of all standards-based curricula are implemented with fidelity. The literacy coach works directly with teachers sharing best practices, latest research. The Coach makes sure students are appropriately placed in reading programs according to their needs. The Literacy Coach provides professional and technical support to teachers to make sure they are able to address the needs of all learners using teaching strategies and data collection through progress monitoring.</p> <p>The Assessment Coordinator - manages the development and implementation of a comprehensive program of assessment for the purpose of institutional improvements in accordance with accreditation requirements in support of institutional effectiveness. The Assessment Coordinator will work with the faculty, staff and administrators to develop effective strategies for the academic assessment of student learning outcomes at the general education and program levels. The assessment coordinator will provide ongoing support for assessment activities, assist with the analysis of assessment methods and results and report such results to both internal and external stakeholders. The Assessment Coordinator will coordinate the administration, collection, evaluation, and dissemination of all academic, support, and administrative departments. The Assessment Coordinator makes sure that individual student and school-wide data is collected and shared in a meaningful way that allows the classroom teacher and administrative team to make data driven decisions.</p>
Pettis, Tyler	Teacher, K-12	<p>School-based MTSS Contact/Facilitator/Coordinator</p> <p>The MTSS Contact is responsible for attending all CPST meetings, serving as a liaison between school and District. The MTSS Contact disseminates MTSS content, materials, and resources. Scheduling the CPST meetings and inviting all relevant professionals, calling meetings to order, reviewing purposes of meeting, summarizing problem areas and leading groups in problem solving. Additionally, the MTSS Contact supports teachers through the RtI referral process, consults with administration and school staff regarding MTSS needs, and designs the school-wide implementation process, progress monitoring protocols, data collection and data analysis procedures. The MTSS Coordinator works closely with the Principal, Assessment Coordinator, and other staff members; to collect and analyze all data, design strategies to address the needs of the students; as well as communicate with teachers, students, and parents as it relates to</p>

Name	Position Title	Job Duties and Responsibilities
		<p>outcomes and next steps.</p> <p>Early Warning System (EWS) Coordinator The EWS Coordinator receives the data from the Administration as it becomes available. This information is collected and analyzed quarterly to address student indicators that may be impacting student performance. Once problem areas are identified, letters/emails/messages to parents are initiated and the necessary plans are developed to address the needs of student. Ongoing monitoring and communication are provided by the coordinator who provides updates to the Administration at each monthly meeting. The coordinator also serves as the school-based HEART Program Designee and can make referrals if homelessness or any other issue is impacting a student's attendance, school performance or social/emotional status.</p>
Harriott, Michelle	Teacher, ESE	<p>Harriott/Beckford serves as teacher/specialist designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. Coordinate required ESE meetings. Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. Meet with administration regularly and shares data collected in ELLevation and other data to assist with meeting the needs of students.</p>

Demographic Information

Principal start date

Thursday 8/1/2019, Henry Crawford

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.*

4

Total number of teacher positions allocated to the school

9

Total number of students enrolled at the school

90

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

1

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

1

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	4	10	12	12	14	7	14	73
Attendance below 90 percent	0	0	0	0	0	0	0	3	1	2	1	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	1	0	2	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	0	1	3	1	3	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	2	4	1	4	1	1	13
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	1	3	5	3	6	6	3	27
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	0	0	2	0	0	3

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	1	0	0	2	0	0	3

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	1	0	0	0	0	1

Date this data was collected or last updated

Monday 9/12/2022

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	7	12	16	17	13	12	11	88
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	1	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	1	1	6	7	4	1	20
Course failure in Math	0	0	0	0	0	0	0	1	3	4	4	2	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	3	1	2	2	3	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	3	1	3	0	0	8
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	11	2	0	0	0	0	13
	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	1	5	3	6	2	1	18

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	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	1	0	0	2

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	7	12	16	17	13	12	11	88
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	1	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	1	1	6	7	4	1	20
Course failure in Math	0	0	0	0	0	0	0	1	3	4	4	2	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	3	1	2	2	3	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	3	1	3	0	0	8
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	11	2	0	0	0	0	13
	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	1	5	3	6	2	1	18

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	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	1	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		52%	51%				47%	57%	56%
ELA Learning Gains							46%	52%	51%
ELA Lowest 25th Percentile								45%	42%
Math Achievement		41%	38%				41%	51%	51%
Math Learning Gains							59%	44%	48%
Math Lowest 25th Percentile								43%	45%
Science Achievement		35%	40%				50%	66%	68%
Social Studies Achievement		51%	48%				65%	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	50%	57%	-7%	54%	-4%
Cohort Comparison						
07	2022					
	2019	31%	55%	-24%	52%	-21%
Cohort Comparison		-50%				
08	2022					
	2019	73%	59%	14%	56%	17%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	8%	58%	-50%	55%	-47%
Cohort Comparison						
07	2022					
	2019	62%	53%	9%	54%	8%
Cohort Comparison		-8%				
08	2022					
	2019	45%	45%	0%	46%	-1%
Cohort Comparison		-62%				

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	64%	43%	21%	48%	16%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	67%	-14%	67%	-14%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	71%	12%	71%	12%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	67%	-17%	70%	-20%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	61%	6%	61%	6%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	56%	-56%	57%	-57%

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
BLK	50	50		53	55		50				
HSP	27	60		31							
FRL	37	50		53	67		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
ELL											
BLK	33			44	60						
HSP	33	58		38	42						
FRL	23	50		33	55					50	

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
ELL											
BLK	40	42		27	58			70		54	
HSP	50	55		38	55		50				
FRL	44	45		28	50		44	57		67	

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)	CSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	301
Total Components for the Federal Index	7
Percent Tested	70%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
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	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
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?

The trends that emerge across grade levels is the somewhat stagnant growth in overall student performance. Although student gains were not significant, there were increases in a few subgroups that can be reported. As we delved into the data, there are small gains in student proficiency. The AP data examined (FAIR and IReady) from school year 2021-22, students in grades 6-8 demonstrated a probability of literacy success on FSA at or above 50% with 8th grade students performing at 80%. However, as we examine the ELA achievement data, there was a sharp decrease in the performance of the Hispanic subgroup from 2021 to 2022. The data reported for Mathematics achievement for the Hispanic subgroup also demonstrated a slight decrease. The gains were evident from 2021 to 2022 for the economically disadvantaged subgroup with an increase in performance in ELA and Mathematics. State assessment for ELA (2022), results indicate a need to strengthen subskills indicator reading across all grade levels. Although the 9th grade showed a 43% proficiency rate, the other tested grade levels performed at a 40% proficiency or below, according to the raw student data.

For the most recent year of 2021-22, SWD's represent less than 6% of the population hence data was not reported. Of the 8 (9% of population) students identified as SWD's for specific learning disabilities to speech services, the school demonstrated learning gains in reading and mathematics for 50% of the students tested on FSA.

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

One of the greatest needs for improvement, based off on progress monitoring and state assessment data

from 2021-22 is Math achievement for all students in grade 6-12. Although the Learning Gains are substantive for all subgroups, the Math Achievement levels for Hispanic students dropped slightly from 38% to 31% in 2022 with no learning gains reported. The graduation rate has been consistently low for the several years, there is a need for more intensive math instruction to ensure students are prepared to meet the Algebra EOC requirements in preparation for graduation. Additionally, College & Career Acceleration data for 2021-22

was not calculated that impacts the overall points earned for the school.

Students taking Algebra EOC scored low on State Assessment for Math at just 45%, while in the previous year, the students scored at 67% which exceeded the District and State average of 61%. This was a positive trend for the school that has since declined.

High School EOC Assessments for Biology, Geometry and History demonstrate a great need for improvement due to the decrease in pass rate. These areas will improve by providing a more structured progress monitoring agenda that will help these students refresh and review in preparation for EOC exams. The practice will include a specific focus on SWD and ELL's. Additional professional development will be scheduled for all teachers to focus ELA instruction and strategies to help prepare students for proficiency on state assessments and progress monitoring assessments such as FAST, iReady and curriculum specific assessments.

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

One of the contributing factors to this need for improvement is student attendance for school instruction, assessment and tutoring services. Although school experienced a decrease from our students demonstrating a COVID-19 lag with sporadic attendance and relaxed motivation, the administration developed a protocol to focus more on student attendance and remediation for all students to participate in the assessment program and perform at a proficient level.

The student progress monitoring data and early warning system data will need to be collected and monitored throughout the year with fidelity. To ensure all students are being serviced effectively the school will implement the following steps or take the following new action:

1. Administer progress monitoring tools and analyze data regularly
2. Adopt appropriate standards-based curriculum and monitoring tools for student progress
3. Engage assessment coordinator and guidance counseling and other resources to improve the retake of assessments for all students in need.
4. Properly code and monitor classes for acceleration credit
5. Focus on Math target tutoring, in class support and remediation for all students
6. ESE students (SWD) will be required to participate in regularly scheduled tutoring sessions for math.
7. ESE and ELL's will be monitored closely to ensure classroom and subject area support is given in a timely fashion and appropriate accommodations are made.
8. Other options such as (PERT or SAT, FSA preparation) will need to be explored early to ensure alternative testing is identified and administered timely to satisfy concordant score allowance.

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

The data component that showed the most improvement was ELA for Black/African American subgroup with an increase from 33 % proficiency to 50% proficiency in the year prior.

Another major improvement was Mathematics for Economically Disadvantaged students with an increase from 33% proficiency to 53% proficiency in the year prior.

The State Assessment data component for Social Studies Achievement for (2022) showed a one year increase of 20% from 30% to 50%. Although the US History proficiency rate was 50% the Civics proficiency rate was 63%.

Students with disabilities (SWD's) represent less than < 10% of the student population. Of the 8 students enrolled, 2 were flagged as at risk for attendance last school year. The attendance report so far this year has moved those 2 students in the normal range for attendance. Additionally, 2 of the students have scored proficient on reading and math assessments, meeting the state requirement.

ELL's represent less than <10% of the student population as well, however, 5 out of 7 (71%) of the students have demonstrated gains on progress monitoring and curriculum based assessments.

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

The contributing factor was the use of strategies and activities learned through professional development and use of practice materials used throughout the year.

Students participated in activities in school and out of school that help them practice and get a better understanding of the content.

The teacher attended PD for Florida Coach Instruction and Intervention materials for Social Studies, Math and English (ELA).

The teacher reviewed student data frequently with administration

The teacher's lesson plans were reviewed regularly to ensure appropriate strategies and differentiated instruction was used to meet the needs of students who had deficiencies in specific areas.

The teacher was resourceful in matching instruction to student needs for student subgroups including ESE, Gifted, ELL's.

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

In order to accelerate learning the following steps will be taken:

1. Students will be assessed using diagnostic tools aligned with the standards. Students are identified as on level, above level and below level placed accordingly within the class for instruction.
2. The School will adopt (ELA - HMH Into Literature) which is aligned with the new BEST standards.
3. School will use placement charts that allow placement to be driven by data and student needs.
4. Ongoing Progress monitoring and data driven decisions will be implemented with fidelity to ensure accurate and consistent instruction and support for each student.
5. Professional Development sessions will be designed to meet the needs of teachers and address student data.
6. Professional Development will include a specific focus the general education population as well as SWD and ELL's.
7. Professional development will be scheduled for all teachers to focus ELA instruction and strategies to help prepare students for proficiency on state assessments and progress monitoring assessments such as FAST, iReady and curriculum specific assessments for proper implementation of ELA curriculum HMH Into Literature and Intensive Reading curriculum LexiaPowerUp.
8. Professional Development will be scheduled for all teachers to address the specific approaches to differentiated instruction of SWD's, ELL's and Gifted students using the ELA adopted curriculum Into Literature which has a comprehensive structure to address the needs of students performing below level, on level and above level.
9. Review lesson plans to ensure strategies, work and accommodations are designed for SWD's including gifted.

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.

Professional development opportunities begin with the PD plan for teacher and administrators. The plan is crafted by first having an intense review of the student and school data.

1. The PD calendar is developed and published for start of school year
2. Calendar includes onsite professional development and PD through BCPS LAB.
3. The school will focus PD on the newly adopted BEST standards and curriculum , to ensure teachers are understanding and implementing BEST standards and utilizing the newly adopted curriculum for ELA and reading intervention (HMH Into Literature and Lexia PowerUp.) Ongoing PD will be scheduled throughout the year to ensure fidelity of implementation. The Literacy Coach will meet with team of teachers to ensure ongoing professional development is happening and teacher implementation is results driven.
4. Teams are formed to review ongoing data collection through progress monitoring to inform instruction.
5. The plan is evaluated midyear to ensure all needs are being addressed for the teachers though the various PD opportunities and offerings and by consistently reviewing student data. Students needing to retake assessments will be coach using Triumph Learning Florida Coach materials for math, Social Studeis and ELA.
6. The school will ensure certified/qualified staff are placed with the neediest population for Literacy and reading intervention.

PD Topics: (BEST Standards, FAST and Progress Monitoring, Managing progress monitoring data, ESE strategies in the classroom, reading across the curriculum, supporting ELL's in the classroom, using technology to enhance learning, HMH Into Literacy and Reading Intervention using Lexia PowerUP)

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

Services to ensure sustainability:

1. Teachers will have access to PD throughout the year that is driven by student data to include data impacting graduation rate.
2. Professional development that helps teachers meet the needs of students with disabilities ELL's, and gifted students. (Differentiating Instruction, Strategies, Best Practices)
3. Subgroup data will be reviewed and the (student) will be targeted for specific instruction, resources, targeted tutoring, and incentives to ensure all students receive the necessary support.
4. Monitoring of student progress with specific focus on subgroup data (SWD, ELL, Gifted, and all other subgroups)
5. Structured use of EWS data and other pertinent data to ensure student success through action planning.
6. Monitoring progress of all students in meeting academic goals. Guidance will meet with students and parents at beginning of year to design personal plans focusing on the graduating cohort data.
7. Auditing all student records to ensure credit recovery options are explored early. Notify parents with explanation of options for recovery and obligations for students to ensure success for graduation.
8. Parents of students at risk for failure will be notified early through various forms of communication (letters, emails, urgent messages, parent portal, face-to-face meetings) and design a plan of action for the student that may include one or more of the following: a. mandatory tutoring, inclass support, pull-out support, credit recovery, etc. with a focus on graduating seniors.
9. Attendance committee and MTSS Coordinator meet regularly to identify chronic attendance issues, parents communication and assessment review.

Areas of Focus

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

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#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Instructional Practice as it relates to ELA is a critical need in the area of small group instruction. The teacher's ability to examine the student data and differentiate instruction will help meet the needs of all students and specifically target the subgroups that need to be addressed. Students with disabilities (SWD's), English Language Learners (ELL's) and the school's gifted population will receive the additional support to meet their needs and challenge the students according to their specific plans.
 Teachers will participate in professional development to understand BEST standards and implementation of newly adopted curriculum for ELA and reading intervention.

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

Student performance will increase by at least 10 percentage points on the ELA - FAST progress monitoring assessments for each Assessment Period (AP1, AP2, AP3) for school year 2022-2023.

This area of focus will be closely monitored by progress monitoring during AP1, 2 and 3. The Assessment coordinator will collect all assessment data, including curriculum related assessment data and process the data so that teachers receive clear results that can be used to impact lesson planning and lesson implementation. The Assessment Coordinator will schedule appropriate data chats with administration, teachers and students in an effort to do the following:

1. allow the administration to design the best results driven professional development opportunities for teachers
2. provide the best feedback for teachers to use the student assessment data to reflect on their own practices.
3. inform teachers of assessment data that can be shared with students and or parents in a formal data chat that allows students to see their strengths and weaknesses as it relates to practice and improvement.
4. ESOL/ESE teacher/Specialist will participate in progress monitoring data review.

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

Person responsible for monitoring outcome:

Hyacinth Walker (hwalker@isbcharterschool.org)

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

Data driven decision reflected in lesson planning.
 Increase in student performance on progress monitoring data for each assessment period.
 Increase student scores on exams/class work/ that is demonstrated on progress reports and report cards for all students including ELL's, SWD, and gifted students.

Rationale for Evidence-based Strategy:
Explain the

Increase ELA achievement will have an impact in other content areas that require reading proficiency.
 Monitoring teacher lesson plans are important to see the alignment of teacher focus in differentiating instruction, meeting the needs of all students.

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

Ongoing professional development that specially targeting the teacher's ability to make data driven decisions must be relevant and timely.

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. Ongoing professional development on differentiating instruction
2. Data driven decision making and robust lesson planning that reflects challenges for students that are gifted and remediation/interventions for students at risk for academic failure.
3. Ongoing collaboration with general education teachers to ensure understanding of and implementation of strategies that will assist ELL's, SWD and gifted students.

Person

Responsible

Michelle Harriott (mharriott@isbcharterschool.org)

#2. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The data revealed the school's graduation rate as a critical area that needs to be addressed. The graduation rate for the past several years has decreased due to students transferring in and out of the school due to foreign status. Additionally, many students who transferred into the high school came in with major credit deficiencies and were not able to complete their coursework in time or were in need of passing State Assessments.

The schools graduation rate over the past several years: The school's graduation rate has been consistently low (<67%) over the paste several year. Last year the school graduation rate was 50%. The school did notice a slight increase in graduation rate from 2018 (47%) to (54%) in 2019. While still below the 67% state minimum, the school was still targeted for support and improvement for graduation rate which was directly impacted by student attendance. The school was then met with major challenges due to the pandemic and had a difficult time recovering in 2021-2022 schoo year.

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

The School will increase the overall graduation rate by 20 percentage points by the end of the school year 2023. The goal is to meet the Districts graduation rate by year 2024 considering all subgroups eligible for graduation according to their cohort year. The school's last reported graduation rate was at 50%.

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

1. The graduation cohort will be monitored from the beginning of the school year.
2. Student academic success will be closely monitored throughout the school year by the Principal and Guidance Department to ensure students are on target to graduate in their cohort through grade reports and progress monitoring/ assessment data.
3. Target tutoring and credit recovery opportunities will be afforded to all students in need starting in September.
4. Practice sessions will begin for all students who must participate in the retake assessments.
5. The school will monitor students who meet the graduation concordance published each year.
6. The school will focus on graduation concordance to ensure all students have the option to satisfy requirements for graduation.

Person responsible for monitoring outcome:

Hyacinth Walker (hwalker@isbcharterschool.org)

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

Giving the students the additional opportunity to practice in order to pass State Assessments and to recover credits will help the school increase the graduation rate. Focusing on the deficiencies identified for students within the cohort will ensure the graduation rate is increased. Additional target tutoring, push in support and other small group interventions to support student achievement will be scheduled on a weekly schedule depending on the student needs.

Rationale for Evidence-based

Students who have not had the success on passing the assessments usually need additional support and practice with the content and generally need a review/

Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

practice session before taking or retaking the tests. A quick review can help. Also giving the student an opportunity to recover credit within the same school year is also beneficial.

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:

The MTSS Coordinator and Principal will monitor EWS data monthly to ensure student needs are being address through parent contact, instructional support, social/emotional counseling and academic progress monitoring.

The Principal and Assessment Coordinator will schedule monthly meetings (teachers, attendance team, assessment coordinator, ESOL contact, ESE contact) to discuss strategies as it relates to the student success and progress from grade to grade. The Principal and Assessment Coordinator will explore all options as it relates to retakes, credit recovery and other requirements for graduation.

Person Responsible Tyler Pettis (tpettis@isbscharterschool.org)

Action Step:

Assessment Cooridnator will collect data (Progress Monitoring, FSA, EOC's, etc.) and timely report information so students can receive the necessary support to pass exams. Each student will have a progress monitoring plan that is updated at each team meeting to ensure students are given opportunities to review and practice for retakes. The Assessment Coordinator will also explore all options for students who are struggling with assessments needed to meet graduation requirements.

Person Responsible Hyacinth Walker (hwalker@isbcharterschool.org)

An evidenced based strategy is Engagement. Engagement Helps Improve High School Graduation Rates - Students will be encouraged to participate in activities and school functions as a part of their high school graduation requirements. They are encouraged to join a club or team that helps them feel a sense of belonging and accomplishments. SWD and ELL are encouraged to participate in school events. The activities designed will be culturally diverse in nature and inclusive for all students.

Person Responsible Henry Crawford (hcrawford@isbcharterschool.org)

An evidenced based strategy is Career Mentoring and Career-Oriented Themes. Career Mentoring and Career-Oriented Engagement helps to improve student graduation. The school will sponsor various college and career events that educate students on their options and encourage the students to participate. Students will also be encouraged to join and be given the opportunity to gve input and plan events that meet their needs and are aligned with their goals and aspirations. The offerings will consider all students and embrace the needs of all subgroups. (College and Career Night, Senior Signing Day, Career Fairs, College Tours, Community Professional Mentorship Program).

Person Responsible Hyacinth Walker (hwalker@isbcharterschool.org)

An evidence based strategy is Creative planning and course offerings - The school will design individual options for students to meet the necessary requirements for graduation. Students will be given options to meet core class credits and opportunities to recover or complete course through Florida Virtual. In class support and virtual support from classroom teachers.

Students will be offered various assessment opportunities to meet requirements through graduation concordance for Reading and Math through use of SAT, ACT, PSAT scores in lieu of passing scores on

FSA or equivalent assessments and EOC administrations. Providing students with options will also assist ELL's and students with disabilities that may struggle with one or more testing platforms.

Person Responsible Henry Crawford (hcrawford@isbcharterschool.org)

#3. 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. Student assessment and data collection are critical components for teachers and school leaders to make data driven instruction. There are gaps in student data which inhibits the team from making data driven decisions. Some of the data deficits can be directly related to student attendance during testing windows. Engaging students more in the educational process through the use of student committees, activities focused on college and careers, peer buddy system, and other targeted activities can give the students a purpose to attend school and participate in all assessments. Giving students opportunities to serve in leadership roles and engage more in school activities can give the students a sense of purpose and belonging. If students are able to make connections in school, they typically perform better academically.

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

The school will test at least 90% of the students through progress monitoring by AP 2 assessment period and maintain the percentage through the end of the school year.

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

The school will monitor student attendance through the attendance committee, teacher reporting and feedback from the assessment coordinator. Specific data chats with administrative team will be scheduled monthly.

Person responsible for monitoring outcome:

Hyacinth Walker (hwalker@isbcharterschool.org)

Evidence-based Strategy: Describe the evidence-based strategy being

The school will distribute an assessment schedule/calendar that is created by the Assessment Coordinator and is published and distributed in the beginning of the school year or as soon as the information is released. The calendar is sent electronically as well as hard copies to students. Any changes or updates are added if necessary and redistributed to the parents and staff.

Monthly communication through newsletters, emails, phone calls, etc. relaying the importance of attendance and testing and the ramifications of not testing for the school and

implemented for this Area of Focus. the student. Celebrations, awards and incentives will be a part of the program to help students maintain an interest in performing their very best.

Rationale for Evidence-based

Strategy: Research states that increasing student engagement in school will allow students to develop a sense of ownership in the school and connect school success to school involvement. ISB will strive to engage students more. The focus will be to engage students more in the educational process through the use of student committees, activities focused on college and careers, study buddy system, and other activities that give the students a purpose to attend school and participate in all assessments.

Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy. Students and parents are made aware of the impact it has on the student's educational future. Students who feel as if the assessments don't count or assessments are not required usually do not take the process seriously and as a result, they feel it is ok to miss taking the test or not do their very best and take the test seriously when they do test.

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.

Communication:

1. Robust communication plan is developed during pre-service week. Information will be shared with parents and students concerning the importance of attendance and participating in mandatory testing/ assessments.
2. The administration will send out quarterly newsletters outlining assessment schedules, and weekly emails will be sent out by the and go out to parents announcing upcoming events and reminders of the student's obligations to be involved.
3. Attendance emails are scheduled to go out by the attendance clerk if a student is absent without an excuse or for 2 or more consecutive days. The email communication details if the student is missing an assessment.
4. Attendance posters will be displayed in school lobby and throughout the building that brings attention to the importance of being present.
5. The Assessment Coordinator will communicate with classroom teachers monthly to ensure makeup assessments are scheduled and results are immediately shared with the classroom teacher.

Person Responsible Hyacinth Walker (hwalker@isbcharterschool.org)

Incentive Program:

1. Students will be invited to participate in awards quarterly assemblies (at end of marking period) to be recognized for good/perfect attendance along with academic achievement. Students will receive ribbons and certificates as part of the recognition program in front of peers and parents.
2. Recipients of awards will be invited to participate in special lunch programs held on campus.
3. Students will be recognized in school/community newsletter as well and announced over the PA system.

Person Responsible Henry Crawford (hcrawford@isbcharterschool.org)

Plan Development:

1. All students wil participate in the development of an Academic Success Plan that will enable the student to identify goals towards graduation success.
2. The plan will include current academic status (credits, GPA, assessment scores, goals, strengths,

weakness and specific strategies to help the student achieve their goals.

3. The plans will include parental and teacher input.

4. The plans will be monitored by the lead teachers on the middle school and high school team each quarter.

5. The plans will be discussed at parent teacher conferences scheduled twice a year for all grade levels. This strategy will help students with a visual plan where they have input and the ability to monitor their own success.

Person Responsible Hyacinth Walker (hwalker@isbcharterschool.org)

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 International School of Broward creates a positive school climate and environment by having effective communication for all stakeholders and catering to the individual needs of students and staff. It is essential that the physical environment of ISB promotes general health and well-being of both students and staff. We will ensure that the basic needs of a safe and secure environment are met and promotes a sense of security and creates an atmosphere that fosters academic growth and positive social and emotional development.

ISB will develop a democratic process that reflects a caring community where the welfare of each individual is fostered and the concerns of all are taken into account. There will be a sense of commitment to a common purpose that is developed and understood. Everyone must feel worthy, capable, significant and effective. A positive school culture is cultivated by accepting all students regardless of their race, color, ethnicity, economic background or religious persuasion.

The International School of Broward will foster respect for human and cultural diversity by encouraging or enforcing the following:

- * groups are regularly changed and do not always consist of the same students
- * teams are not always chosen by the students
- * books used are bias free and gender equity is promoted at all levels
- * student are encouraged to listen to different points of view.
- * students are encouraged to join clubs and activities at the school campus that foster individual growth and respect for the school community and the community-at-large. (Example: Hispanic Club, Caribbean Society, African American Club, STEM, Literature/News, etc.)
- * sports are encouraged for all students in a healthy coed environment. Participation in organized activities help build character and allegiance to the group process.

Students come from a variety of backgrounds, beliefs and understanding and can be at many different stages of their personal, social and physical development. These factors influence the approaches taken at the school as it relates to curriculum implementation. Curriculum presentation will need to be adapted to suit

various needs, interests and concerns and to deal with the specific environment in which the school is placed.

Fostering inclusive and respectful language is a vital part of teaching respect for others:

The BCPS Code of Conduct is reviewed annually, and lessons are developed to help students understand the importance of positive behavior and consequences for misbehavior and violations of the code of conduct.

It is essential that students are enabled to use language in a precise and appropriate manner. The language that is promoted in the school must be one that nurtures both students and adults as unique and valuable human beings. It should respect cultural and other differences between people and be used in a way that encourages inclusiveness. Language can significantly contribute to building positive self-esteem, whereas if used in a negative manner it can cause frustration and hurt. These messages about language will be communicated to students primarily by the manner in which language is used. The way in which students are addressed in class, the manner in which they are reproached or affirmed, and the tone of voice used in exploring issues of a personal nature will all reflect the values that are upheld in the school. Building global leaders in the 21st century requires the school to teach acceptance of cultural differences and to embrace diversity and challenges from around the globe.

Partnering with Colleges, Universities and other agencies:

* ISB has formed partnerships with local Colleges to advance the academic strength of the school through programs and courses in Languages, Sciences and Law.

* Cultural agency such as the French Consulate and Chinese Student Exchange offices provides the school with resources and student referrals to attend ISB from other Countries outside of the US.

* Hispanic Society of South Florida provides rich cultural activities and events

* Caribbean Alliance Association provides mentoring, tutoring and other cultural related activities to support student growth and development.

* Mentoring Services - student activities that connect them with the surrounding community through service in academic, social and behavioral programs

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

The parent community assist with creating a positive culture and environment by supporting school events, becoming school partners, participating in parent-teacher conferences, serving on parent committees and giving constructive feedback through various avenues as it relates to school improvement.

Parents also attend parent workshops throughout the year that helps them with effective communication between home and school as well as helping their students with academics.

Staff will ensure students are learning in a safe and supportive learning environment. They will foster positive, trusting relationships with students and improve school climate by encouraging parent and family involvement in education. Students connect with school support staff on many occasions throughout the school day, support staff can model positive behavior and send positive messages to students.

The teachers and administrators who are part of School Leadership Team, (Principal, Counselor, Administrative Assistant, Assessment Coordinator) will monitor students who are exhibiting a pattern of non-attendance are discussed during the MTSS Team meetings at which times interventions are assigned. When monitoring attendance, both chronic absenteeism and truancy absenteeism is reviewed. Attendance interventions include:

- Teacher and/or administration phone calls •
- Submitting letters to parents/guardians •
- Requiring doctors notes for excessive absences
- Conducting an Attendance Meeting with parents/guardians to provide family guidance and ideas for improving attendance—

- Early Warning System letter to the parents
- Intervention Plan is completed and signed by administration and parent/guardian listed interventions a plan for improved attendance
- Conferencing
- Counseling

Community Partnerships help promote a positive culture and environment at the school by providing opportunities for furthering education outside of the classroom through activities such as:

1. Fieldtrips - College and Careers
2. Foreign Student visitation programs (China, France, Italy, Haiti)
3. Broward College Dual Enrollment Program
4. Hollywood Chamber of Commerce - Business and Community Program

Developing a school approach to assessment and student growth:

- * accommodation to the curriculum content to meet the needs of the student and maximize the learning potential of each individual (ESE, Gifted, ELL and all subgroups) employing a very robust ESE and ESOL department to meet the needs of all subgroups within the institution
- * adapt learning and teaching strategies used in the classroom to ensure that they are appropriate to the objectives of the curriculum and the ways in which students learn
- * ongoing progress monitoring to assess the effectiveness of learning through the school climate and atmosphere, in the discrete time and throughout other subjects
- * discover what the student knows, understands and can do
- * promote self-assessment in the student, where he/she learns the value of monitoring his/her own progress and develops some responsibility for his/her own learning. The student is helped to set realistic goals and targets and to become aware of his/her own strengths and difficulties.
- * explore how the student transfers learning from one situation to another
- * communicate with the student, parents and others regarding the student's abilities, strengths and overall progress through daily, monthly and quarterly avenues using print materials, website and other forums.