Blanche Ely High School

2023-24

Schoolwide Improvement Plan (SIP)

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Blanche Ely High School

1201 NW 6TH AVE, Pompano Beach, FL 33060

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Blanche Ely High School is to provide opportunities that will meet the educational needs of all its students in a safe learning environment. BEHS embodies its purpose through its program offerings. We offer Advanced Placement (AP) and Cambridge AICE college-level and honors-level courses that challenge students to prepare for life after high school. BEHS is also the home to the National Academy Foundation (NAF) program that graduates students with Career and Adult Professional Education (CAPE) industry certification in information technology, nursing medical sciences, hospitality and tourism, and finance. These programs incorporate project-based learning, paid internships, and entrepreneurship. Also, BEHS offers Magnet programs in Medical Sciences and STEM/Science Engineering, providing real-life experience and certification to high school students. At BEHS, we are committed to educating the whole individual through various academic means including: Hospitality, Culinary, Nursing, Engineering, Aviation, Emergency Medical Response (EMR), Firefighting, Computer Programing, and other traditional core subjects. BEHS also offers extracurricular activities encompassing Band and Athletic programs. Our school's Marching Band and Basketball programs are among the best in the district and state, having won numerous 1st place awards over the past years. Our school's Culinary, Medical (Nursing, Emergency Medical Response (EMR)], Engineering, Hospitality, and Computer Programing programs are expanding each year, providing alternate career paths for many of our students. Additionally, our school offers a JROTC program that builds character while promoting discipline and pride in our youth.

Provide the school's vision statement.

Blanche Ely High School (BEHS) 's vision is to provide opportunities for students to be College Career Ready to discover their interests and be equipped for life-long learning and innovative thinkers.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Williams, Tavures	Principal	The School Principal will effectively perform the performance responsibilities using the following knowledge, skills and abilities to: provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem-solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data. The School Principal will need knowledge of current educational trends and research, along with knowledge and understanding of the unique needs and characteristics of school systems.
Scott, Safiya	Assistant Principal	The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities: Ability to: demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.
Spence, Malcolm	Assistant Principal	The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities: Ability to: demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.
Rowe, Shenee	Assistant Principal	The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities: Ability to: demonstrate the knowledge and

Name	Position Title	Job Duties and Responsibilities
		practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.
Letizia, Jennifer	Assistant Principal	The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities: Ability to: demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school administrative team collaborated with teacher leaders and key instructional support staff members consistently throughout the school year to develop and monitor each department's instructional plan. Parents and students of the subgroups in which the school has consecutively fallen below the Federal Index had the opportunity to provide direct feedback on classroom instructional practices and other facets that impact the school environment through a school survey. The survey results were compiled and shared with school leadership, the staff, school community, and other school stakeholders. When the results were shared additional feedback was captured and accounted for in the school's instructional plan. Additionally, through our guidance department qualitative data was captured from parents and students when discussing students' academic achievement and accountability testing outcomes. These items were also shared with the school's leadership team and addressed in the monitoring of the school's instructional plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan will regularly be monitored for effective implementation through quarterly data reviews with the respective leadership team and instructional staff members. At the beginning of the school year, content area academic teams use student achievement data to determine standards based academic goals. The goals area assessed each quarter. During the quarterly reviews the team will analyze subgroup content area common assessment data outcomes, and other academic data, to determine the instructional impact on student learning. In an effort for continuous improvement, after analyzing the data the team will revise the academic plan based on student data outcomes and assess the progress towards the academic goals. In between the quarterly data reviews, teachers will continuously assess student data and progress towards meeting academic standards during weekly common planning sessions. During those sessions teachers are able to identify students with achievement gaps and alter instruction or provide additional supports for the students.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	25	50	50	30	52	51	30		
ELA Learning Gains				45			33		
ELA Lowest 25th Percentile				33			28		
Math Achievement*	11	36	38	8	41	38	7		
Math Learning Gains				27			15		
Math Lowest 25th Percentile				41			33		
Science Achievement*	27	60	64	24	35	40	30		
Social Studies Achievement*	34	66	66	41	51	48	38		
Middle School Acceleration					50	44			
Graduation Rate	80	90	89	91	54	61	93		
College and Career Acceleration	55	61	65	67	66	67	71		
ELP Progress	52	50	45	46			47		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	284

2021-22 ESSA Federal Index	
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	80

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	453
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	91

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	4	2
ELL	30	Yes	4	1
AMI				
ASN				
BLK	42			
HSP	35	Yes	2	
MUL	60			
PAC				
WHT	46			
FRL	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	3	1
ELL	35	Yes	3	
AMI				
ASN				
BLK	43			
HSP	36	Yes	1	
MUL	30	Yes	1	1
PAC				
WHT	29	Yes	1	1
FRL	41			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	25			11			27	34		80	55	52
SWD	16			13			26	15		16	6	
ELL	11			10			12	26		43	7	52
AMI												
ASN												
BLK	26			11			27	35		55	7	59
HSP	20			8			20	28		57	7	44
MUL	60										1	
PAC												
WHT	32			33			60			30	5	
FRL	24			11			27	31		53	7	57

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	30	45	33	8	27	41	24	41		91	67	46
SWD	14	29	26	6	21	28	14	21		69	25	
ELL	12	37	30	4	27	44	12	30		92	46	46
AMI												
ASN												
BLK	34	49	38	9	27	40	24	41		93	68	53
HSP	18	33	21	6	30	46	22	39		81	63	40
MUL	30	50		9								
PAC												
WHT	27	42		6			33	36				
FRL	30	45	36	8	27	42	26	41		91	69	41

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	30	33	28	7	15	33	30	38		93	71	47
SWD	12	22	21	12	29	53	15	29		88	34	
ELL	12	30	34	2	16	32	15	24		81	40	47
AMI												
ASN												
BLK	32	34	24	7	15	34	32	39		96	70	52
HSP	19	31	35	4	12	30	20	33		74	83	39
MUL										100	73	
PAC												
WHT	29	50		22	21		40	28				
FRL	29	33	28	7	14	32	28	38		94	72	47

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	26%	49%	-23%	50%	-24%
09	2023 - Spring	23%	49%	-26%	48%	-25%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	22%	48%	-26%	50%	-28%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	9%	46%	-37%	48%	-39%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	26%	63%	-37%	63%	-37%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	62%	-30%	63%	-31%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The Federal Percentage of Points Index identified the Students with Disabilities component as the lowest performing. The 2021-2022 school year was the first uninterrupted school year post the COVID-19 pandemic. Students across the country developed learning gaps, particularly students who, prior to the pandemic, received consistent instructional support while at school or had access to instructional support services when needed while in the traditional school setting. The 2022 data is comprised of students transitioning back to the traditional school setting. Even though Students with Disabilities is our subgroup

with the lowest performance, the subgroup demonstrated growth in all areas except for mathematics. The mathematics performance is in alignment with the overall school math trends.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

When analyzing the achievement level by subgroups, the White subgroup in mathematics displays a significant decline, decreasing by 15%. White students make up roughy a quarter of the student demographic. With an increase in the ELL student population the school placed emphasis on instruction and instructional resources geared toward our ELL student population. There seems to be an unintended impact on the White student subgroup. When analyzing the learning gains component, Students with Disabilities had a significant decline in the Math Learning Gains for the Lower 25%. This data is consistent with the data discussed in question 1. Students with disabilities showed the lowest performance, therefore it falls in line that the learning gains for Students with Disabilities also display a decline.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The component that had the greatest gap when compared to the state average is the math achievement data.
The data outcome trends for the school indicate a significant decline in the math proficiency from 2019 to 2022. The decline occurred from 2019 to 2021 and remained consistent from 2021 to 2022, this decline is contributed to the learning gaps that developed during the COVID-19 pandemic. One of the contributing factors to the need of improvement in mathematics was a lack of teachers for Algebra 1 classes during the 2021-2022 school year, also as a result of the pandemic.

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

The subgroup that showed consistent improvement is the Free and Reduced Lunch subgroup. The Free and Reduced subgroup displayed growth in most of the reporting category areas. The areas in which the subgroup displayed the most growth was in learning gains components for both Math and ELA. Throughout the school year there were various resources and supports that were provided to our students due to our percentage of students who qualify for free and reduced lunch. Our school is a Community Eligibility Provision school which provides all students access to free lunch, additional college assessment waivers, etc. The school provides free after school tutoring services, open academic labs, etc.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Note: The Early Warning Systems section and this corresponding question are no longer required to be completed for grades 9-12 for the State SIP, per the Florida Department of Education.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increasing the math proficiency outcome for Algebra 1 and Geometry.
2. Increasing the academic achievement outcomes for the ESSA Subgroup specifically relating to Students with Disabilities.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teacher retention and recruitment plays a crucial role in continuous improvement. Stability is one of the keys to long term improvement. A contributing factor to the decline of the academic achievement was the teacher attrition associated with the pandemic. Recruiting teachers and providing the necessary supports to retain the teachers will assist with the school's long terms student growth goals.

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

By August 2024, the start of next school year, Blanche Ely High School will have maintained at least 95% of the staff from the 23-24 school year and begin the 24-25 school year fully staffed with all instructional personnel.

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

Throughout the school year, at least once a quarter the leadership team will meet with the new staff, both formally and informally. These sessions serve as an opportunity for the school leadership team to check in with the new teachers to provide support, assistance, and resources as needed. This is also extended to your second year teachers.

Person responsible for monitoring outcome:

Shenee Rowe (shenee.rowe@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Promote Teacher Engagement by supporting their professional growth and development while giving the teachers a voice and recognizing their contributions to the school.

Create a Supportive School Climate - Establishing a positive school climate and supportive working environment increases teacher retention.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Teacher retention has become a serious concern for many states, districts, and schools. These specific strategies are able to be implemented and facilitated by the school administrative team with the purpose of removing roadblocks or barriers that new teachers may have. Conducting the collaborative sessions connects the teachers to the school administrative team and supports a positive school climate.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Develop a calendar for the formal collaborative sessions.

Person Responsible: Safiya Scott (safiya.scott@browardschools.com)

By When: September 2023

2. Identify opportunities to informally engage with new teachers.
3. Pair a new teacher with a strong peer mentor or ensure they have a strong peer mentor.

Person Responsible: Safiya Scott (safiya.scott@browardschools.com)

By When: Ongoing thru May 2024

#2. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The ESSA Subgroup data indicates that our White subgroup student population decreased in Social Studies by 7%. The crucial need was identified by the decrease in the student data for the ESSA subgroup.

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

By June 2024, the Students with Disabilities will achieve at least a 30% proficiency, which is a 9% increase from from the previous school year.

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

With each social studies assessment teachers will disaggregate student outcome data into subgroup data. The subgroup data will get analyzed and discussed among the math teachers. For students who fall into the students with disabilities subgroup, teachers will then identify students who are in need of remediation on the content an reteach those students. After the reteach, students will get re-assessed on the content to determine growth and teachers will document the outcome of the growth for each student.

Person responsible for monitoring outcome:
Safiya Scott (safiya.scott@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We want to focus on student learning and motivation, especially as we monitor student progress to ensure they are mastering the concepts and acquiring the skills being taught. When we look at assessments and analyze the data, we can identify each individual student's needs and see where they are in the learning process, especially if they struggle with a concept.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Using the strategy provides teachers an opportunity to implement Tier 2 strategies for students with disabilities who need additional time to grasp the content. It also provides the students an opportunity to re-engage with the content a new way and allowing for the chance to make connections with the topic that they were not able to do prior.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Math department will develop an instructional rounds schedule that incorporates the following cycle:
1) Teach

2) Assess
3) Analyze/Disaggregate
4) Reteach with a varying instructional strategy

Person Responsible: Malcolm Spence (malcolm.spence@browardschools.com)

By When: At the beginning of each quarter

Conduct instructional rounds with look-fors aligned to the following cycle:
1) Teach
2) Assess
3) Analyze/Disaggregate
4) Reteach with a varying instructional strategy

Person Responsible: Malcolm Spence (malcolm.spence@browardschools.com)

By When: Ongoing thru the 4th quarter, May 2024

Provide feedback to teachers based on the instructional rounds.

Person Responsible: Malcolm Spence (malcolm.spence@browardschools.com)

By When: Ongoing thru the 4th quarter, May 2024

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For the 2021-2022 school year the English Language Learners earned a 35% for the Federal Index, just 5% shy of the minimum 41%. This particular subgroup also maintained overall proficiency or demonstrated growth in eight of the ten school grade components. The remaining components, ELA Learning Gains for the Lower 25% and Science, are a critical need for this subgroup. To be in alignment with the school-wide focus on Math and ELA, for the English Language Learners subgroup, the main critical area of focus will be on the learning gains of those students that fall in the lower quartile.

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

From the 2021 to the 2022 school year the English Language Learner proficiency remained consistent. Based on the three year trends for English Language Learners in ELA Learning Gains and in the ELA Lower Quartile Learning Gains the English Language Learners always earn at least 30 percentage points. Also, the ELL subgroup increased by seven percentage points in Learning Gains from the 2021 to the 2022 school year.

Goal: By June 2024, the English Language Learners subgroup will attain at least 41% (the Federal Index Requirement) by increasing it's proficiency in ELA Achievement from 12% to 16%.

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

Through the use of common assessments within common themes of instruction the reading teachers will share student data with the Literacy Coach and ESSER support staff. The Literacy Coach and ESSER support staff all will provide push-in and pull-out support to students as they identified to be in need of additional support in specific areas of the standards and test-taking skills.

Person responsible for monitoring outcome:

Shenee Rowe (shenee.rowe@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

ELL students will develop and apply academic language as measured by curriculum-based assessments. To accomplish this ELL student's core content area courses will get scheduled based on language proficiency.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By grouping students by their English skill level teachers will be better able to plan and support the students based on their individual needs. This model enhances the opportunities for growth of the individual students because the teacher is able to target certain skills and abilities based on the students in the room.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 for Administrator:
*Schedule students into clustered ELA courses.
*Provide teachers with the necessary resources: Content specific bilingual dictionaries and glossaries, etc.
*Schedule Professional Development and district support opportunities.
*Provide extended learning opportunities such as tutoring camps.

Person Responsible: Shenee Rowe (shenee.rowe@browardschools.com)

By When: October 1, 2023 and ongoing thru May 2024 for extended learning opportunities.

Action Steps for Teachers:
*Provide students with access to translation resources.
*Connect students with a peer during class.
*Incorporate ELL strategies into lesson plans and instructional delivery.
*Provide appropriate accommodations to students based on ELL category.
*Teach language skills across the curriculum.

Person Responsible: Shenee Rowe (shenee.rowe@browardschools.com)

By When: Ongoing thru March 29, 2024

#4. ESSA Subgroup specifically relating to Hispanic

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The ESSA Subgroup data indicates that our Hispanic subgroup is the closest to meeting the 41% threshold at 36%. The Hispanic ESSA subgroup is identified as a low-performing subgroup, which is pronounced in mathematics.

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

By June of 2024, the ESSA Hispanic subgroup will achieve at least a 15% proficiency as measured by the Math FAST, which is a 9% increase from from the previous school year.

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

With each math assessment teachers will disaggregate student outcome data into subgroup data. The subgroup data will get analyzed and discussed among the math teachers. For students who fall into the Hispanic subgroup, teachers will then identify students who are in need of remediation on the content an reteach those students. After the reteach, students will get re-assessed on the content to determine growth and teachers will document the outcome of the growth for each student.

Person responsible for monitoring outcome:

Safiya Scott (safiya.scott@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We want to focus on student learning and motivation, especially as we monitor student progress to ensure they are mastering the concepts and acquiring the skills being taught. When we look at assessments and analyze the data, we can identify each individual student's needs and see where they are in the learning process, especially if they struggle with a concept.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Using the strategy provides teachers an opportunity to implement Tier 2 strategies for students with disabilities who need additional time to grasp the content. It also provides the students an opportunity to re-engage with the content a new way and allowing for the chance to make connections with the topic that they were not able to do prior.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Math department will develop instructional rounds that incorporate the following cycle:
1) Teach

2) Assess
3) Analyze/Disaggregate
4) Reteach with a varying instructional strategy

This cycle will continue through the school year.

Person Responsible: Safiya Scott (safiya.scott@browardschools.com)

By When: Ongoing thru March 29, 2024

#5. ESSA Subgroup specifically relating to White

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area was identified as a crucial need, because the ESSA Subgroup data indicates that our White subgroup student population decreased in Science by 7%. The decrease in the student data is a contributing factor to the overall ESSA subgroup.

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

By June 2024, the White subgroup will achieve at least a 42% proficiency, which is a 9% increase from from the previous school year as measured by the statewide science assessment.

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

With each science assessment teachers will disaggregate student outcome data into subgroup data. The subgroup data will get analyzed and discussed among the math teachers. For students who fall into the students with disabilities subgroup, teachers will then identify students who are in need of remediation on the content an reteach those students. After the reteach, students will get re-assessed on the content to determine growth and teachers will document the outcome of the growth for each student.

Person responsible for monitoring outcome:

Jennifer Letizia (jennifer.letizia@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We want to focus on student learning and motivation, especially as we monitor student progress to ensure they are mastering the concepts and acquiring the skills being taught. When we look at assessments and analyze the data, we can identify each individual student's needs and see where they are in the learning process, especially if they struggle with a concept.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Using the strategy provides teachers an opportunity to implement Tier 2 strategies for students with disabilities who need additional time to grasp the content. It also provides the students an opportunity to re-engage with the content a new way and allowing for the chance to make connections with the topic that they were not able to do prior.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Science department teachers will develop instructional rounds that incorporate the following cycle:
1) Teach

2) Assess
3) Analyze/Disaggregate
4) Reteach with a varying instructional strategy

This cycle will continue through the school year.

Person Responsible: Jennifer Letizia (jennifer.letizia@browardschools.com)

By When: Ongoing thru March 29, 2024

#6. ESSA Subgroup specifically relating to Multi-Racial

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area was identified as a crucial need , because the Multi-racial subgroup is identified as a low-performing subgroup at 30%, 11 percentage points below the Federal Percent of Points Index. This group is also pronounced in mathematics with a crucial need, with 9% of students at proficiency.

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

By June 2024, the multi-racial subgroup will achieve at least 18% proficiency, which is a 9% increase from from the previous school year as measured by the FAST.

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

With each math assessment teachers will disaggregate student outcome data into subgroup data. The subgroup data will get analyzed and discussed among the math teachers. For students who fall into the Multi-racial subgroup, teachers will then identify students who are in need of remediation on the content an reteach those students. After the reteach, students will get re-assessed on the content to determine growth and teachers will document the outcome of the growth for each student.

Person responsible for monitoring outcome:

Safiya Scott (safiya.scott@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We want to focus on student learning and motivation, especially as we monitor student progress to ensure they are mastering the concepts and acquiring the skills being taught. When we look at assessments and analyze the data, we can identify each individual student's needs and see where they are in the learning process, especially if they struggle with a concept.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Using the strategy provides teachers an opportunity to implement Tier 2 strategies for multi-racial students who need additional time to grasp the content. It also provides the students an opportunity to re-engage with the content a new way and allowing for the chance to make connections with the topic that they were not able to do prior.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Math department teachers will develop instructional rounds that incorporate the following cycle:
1) Teach

2) Assess
3) Analyze/Disaggregate
4) Reteach with a varying instructional strategy

This cycle will continue through the school year.

Person Responsible: Safiya Scott (safiya.scott@browardschools.com)

By When: Ongoing thru May 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Each year our school receives school improvement allocations to assist with funding school needs. The School Advisory Council meets at least once a month to discuss and vote requests that are submitted to the committee. School staff is able to submit funding requests to the SAC Committee Chair for items that will contribute towards school improvement and school support. Once the requests are submitted a representative is invited to the meeting to present their request to the School Advisory Council. At the conclusion of the presentation, the council discusses the items and determines if it will be funded. If the item is funded, the School Advisory Council invites the representative back to share/discuss the outcomes of the funding and the impact that it has on the school.