

Broward County Public Schools

Dillard 6 12 School



2023-24

Schoolwide Improvement Plan (SIP)

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Dillard 6 12

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[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.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Robinson, Casandra	Principal	<p>Principal:</p> <ul style="list-style-type: none"> -Oversees all processes and procedures related to student learning. -Communicates information, policies, and procedures from the state and district with all staff and community members. -Works with school leaders and the district to improve instruction. -Build relationships and collaborates with stakeholder for the benefit of student success. -Creates a positive school climate. -Cultivates leadership in others.
Gayle, Nichola	Assistant Principal	<p>Assistant Principal:</p> <ul style="list-style-type: none"> -Works with the principal to implement and support the school-wide vision and mission. -Oversees specific and duties as assigned by the principal. -Ensures that all processes and procedures related to student learning are executed with fidelity. -Communicates information, policies, and procedures from the state and district with all staff and community members. -Works with school leaders and the district to improve instruction. -Builds relationships and collaborates with stakeholder for the benefit of student success. -Creates a positive school climate. -Cultivates leadership in others.
Jones, Jeanie	Teacher, Career/ Technical	<ul style="list-style-type: none"> -Serves as the School Advisory Chairperson. -Oversees and works with faculty and staff to ensure the compliance and completion of all components of the School Improvement Plan. -Works with community members and community leaders to build relationships that support student success. -Also, the Health Science Instructor.
Wright, Brittany	Instructional Coach	<p>Literacy Coach:</p> <ul style="list-style-type: none"> -Serves as a support coach for teachers in grades 9-12, ensuring the utilization of standards based instruction in all classrooms.

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.

All stakeholders will partner to provide continuous improvement strategies for student success. School leadership team - meet weekly to discuss data based on classroom walkthroughs and formative assessment data.

Teachers and School Staff will provide information on resources and materials needed to support

students.

Parents will be given the opportunity to provided feedback on educational opportunities and funding needed to support the students.

Students will also provide meaningful feedback relating to instructional support provided in the classroom.

Business or community leaders will be given the opportunity to provide resources to assist with furthering the success of all students.

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 SIP will be monitored quarterly ensuring whether we are on track with the goals set. After formative and state interim assessments, administration, teachers, and support staff will analyze the data and make adjustments to support students based on the needs identified. Information will be communicated to the SAC during monthly meetings. Revisions will be made to address the gaps shown for the various subgroups.

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 6-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
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	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	78	69	82	229
One or more suspensions	0	0	0	0	0	0	81	46	84	211
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	29	35	24	88
Course failure in Math	0	0	0	0	0	0	18	45	15	78
Level 1 on statewide ELA assessment	0	0	0	0	0	0	74	68	100	242
Level 1 on statewide Math assessment	0	0	0	0	0	0	79	59	106	244
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	37	21	58

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	94	86	122	302

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	8	8	57	73
Students retained two or more times	0	0	0	0	0	0	11	5	53	69

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	79	85	63	1050
One or more suspensions	0	0	0	0	0	0	263	73	41	627
Course failure in ELA	0	0	0	0	0	0	36	14	6	317
Course failure in Math	0	0	0	0	0	0	6	36	16	333
Level 1 on statewide ELA assessment	0	0	0	0	0	0	64	103	66	784
Level 1 on statewide Math assessment	0	0	0	0	0	0	86	104	98	739
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	2	6	1	15

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	97	123	77	1042

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	79	85	63	227
One or more suspensions	0	0	0	0	0	0	263	73	41	377
Course failure in ELA	0	0	0	0	0	0	36	14	6	56
Course failure in Math	0	0	0	0	0	0	6	36	16	58
Level 1 on statewide ELA assessment	0	0	0	0	0	0	64	103	66	233
Level 1 on statewide Math assessment	0	0	0	0	0	0	86	104	98	288
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	2	6	1	9

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	97	123	77	297

The number of students identified retained:

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

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*	28	50	50	31	52	51	31		
ELA Learning Gains				45			34		
ELA Lowest 25th Percentile				38			27		
Math Achievement*	18	36	38	21	41	38	19		
Math Learning Gains				43			21		
Math Lowest 25th Percentile				52			27		
Science Achievement*	30	60	64	37	35	40	31		
Social Studies Achievement*	45	66	66	44	51	48	45		
Middle School Acceleration	61			62	50	44	35		
Graduation Rate	91	90	89	95	54	61	97		
College and Career Acceleration	56	61	65	51	66	67	36		
ELP Progress	36	50	45	42			34		

* 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	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	365
Total Components for the Federal Index	8
Percent Tested	94
Graduation Rate	91

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	12
Percent Tested	95
Graduation Rate	95

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	27	Yes	2	1
ELL	34	Yes	1	
AMI				
ASN				
BLK	46			
HSP	59			
MUL	50			
PAC				
WHT	55			

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%
FRL	46			

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	34	Yes	1	
ELL	48			
AMI				
ASN				
BLK	45			
HSP	64			
MUL	58			
PAC				
WHT	72			
FRL	45			

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	28			18			30	45	61	91	56	36
SWD	14			5			7	13		39	6	
ELL	10			12			15	48		38	7	36
AMI												
ASN												
BLK	25			18			28	43	58	56	7	
HSP	52			25			60	64		54	6	
MUL	50										1	

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
PAC												
WHT	45			31				54			4	
FRL	25			18			30	40	63	53	7	

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	31	45	38	21	43	52	37	44	62	95	51	42
SWD	13	34	33	12	34	43	17	23		96	32	
ELL	22	51	55	19	42		39	52		100	58	42
AMI												
ASN												
BLK	28	43	38	19	41	51	34	41	62	95	48	
HSP	57	61		36	54		58	76		97	74	
MUL	55	60										
PAC												
WHT	58	64		52	58		93	100		80		
FRL	27	42	38	19	42	51	34	40	61	95	50	

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	31	34	27	19	21	27	31	45	35	97	36	34
SWD	15	24	23	19	28	33	13	30		90	14	
ELL	22	45	39	24	24	29	9	55		100	33	34
AMI												
ASN												
BLK	28	32	26	17	20	28	28	40	30	97	34	32
HSP	60	53		45	31		65	79	40	95	58	
MUL												
PAC												
WHT	78	48		43	31		100	100				
FRL	28	33	28	17	19	26	28	44	33	97	32	33

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	32%	49%	-17%	50%	-18%
07	2023 - Spring	27%	49%	-22%	47%	-20%
08	2023 - Spring	22%	49%	-27%	47%	-25%
09	2023 - Spring	24%	49%	-25%	48%	-24%
06	2023 - Spring	23%	50%	-27%	47%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	13%	54%	-41%	54%	-41%
07	2023 - Spring	23%	51%	-28%	48%	-25%
08	2023 - Spring	6%	46%	-40%	55%	-49%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	13%	38%	-25%	44%	-31%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	15%	48%	-33%	50%	-35%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	46%	-16%	48%	-18%

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

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	34%	64%	-30%	66%	-32%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	62%	-15%	63%	-16%

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.

Mathematics showed the lowest performance with 19% of students performing at a level 3 or higher on the FAST Math and Algebra 1 and Geometry EOCs. Factors contributing would be low student attendance in the day school and low participation in afterschool tutoring. Instructional strategies used in the classroom such as a lack of differentiation and a lack of students' foundational skills with minimal teaching time to scaffold instruction.

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

Science achievement showed the greatest decline from the prior year: 30% of students scored a level 3 or higher on the 2023 Science assessments, while 37% of students scored a level 3 or higher on the 2022 Science assessments. Middle grades science proficiency declined due to the misplacement of select students in Biology. Midpoint of the year, we lost the 8th grade science teacher, the Middle/High School biology teacher, as well as strong emphasis on earth science.

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.

Mathematics had the greatest gap of 19% proficient when compared to the state average of 50% proficient or higher and district averages of 46% proficient and higher. Middle grades proficiency was low based on the FAST PM3 and the Algebra I EOC: 6th grade at 13%, 7th grade at 23%, 8th grade at 6% and Algebra 1 at 17%.

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

All components showed a decline in performance except social studies, which remained the same. There will be an implementation of a schoolwide focus on differentiated instruction with the incorporation of standards-based instruction incorporating stations based on recent data.

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

The number of students in middle school who were absent 10% of more days were as follows: 6th grade - 79, 7th grade - 85, and 8th grade - 63.

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

- Increase proficiency in ELA
- Increase proficiency in Mathematics
- Increase proficiency in Science
- Increase the federal index above 41% in the Students with Disabilities subgroup
- Increase proficiency in Graduation
- Increase proficiency in Social Studies

Area of Focus

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

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a 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 Students with Disabilities ESSA subgroup was below the 41% of the Federal Percent of Points Index at 34% . Also, their performance on the 2023 state assessments is 19% proficient in Math and 27% proficient in ELA.

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 subgroup will show growth and increase from 34% to 41% as evidenced by the Federal Percent of Points Index.

Monitoring:

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

Additional professional development will be provided to teachers who deliver instruction to students with disabilities and the tracking of student progress on a quarterly basis to determine additional support needed and teacher observations.

Person responsible for monitoring outcome:

Nichola Gayle (nichola.stephenson@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.)

Differentiated instruction will be used to individualize instruction based on students' academic needs from state assessments and needs identified in the students' IEP

Assessment practice and feedback will be used to pinpoint specific needs displayed within assessments. Teachers will make adjustments to instruction and curriculum

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students with disabilities may lack the functionality with grade level standards and needs support from teachers based on their formative and summative assessment data

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 2 - Moderate 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. Identify students within the Students with Disabilities subgroup
2. Implement evidence-based strategies in the classroom
3. Analyze quarterly formative assessment data to determine effectiveness of implemented strategies

Person Responsible: Nichola Gayle (nichola.stephenson@browardschools.com)

By When: Ongoing by May 2024

#2. Positive Culture and Environment specifically relating to Early Warning System

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 2023 Early Warning Systems data reveals that 52% of 6-12 grade students have 10% or more days of absences. Research has shown that a student's regular attendance may be the greatest factor influencing his/her academic success.

Measurable Outcome:

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

By June 2024, the percentage of students with 10% or more days of attendance deficiencies will decrease by 10-20% as evidenced by the Early Warning Indicators.

Monitoring:

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

Student attendance will be monitored quarterly by guidance and administration via Pinnacle.

Person responsible for monitoring outcome:

Nichola Gayle (nichola.stephenson@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.)

Attendance reporting and analysis will provide a clear picture of the attendance trends for students in grades 6 -12 and will assist in making adjustments to positively impact student attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Analyzing attendance data allows for a school wide approach to identify early warning signs and interventions.

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 2 - Moderate 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. Look at trend data relating to attendance.
2. Implement interventions to proactively address issues relating to attendance.
3. Provide incentives on a quarterly basis to get students excited about attending school.
4. Monitor quarterly attendance data and make decisions based on the data.

Person Responsible: Nichola Gayle (nichola.stephenson@browardschools.com)

By When: Ongoing thru June 2024

#3. Instructional Practice specifically relating to ELA

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 literacy is tied to all content areas. In grades 6 - 12, 27% of our students are at Level 1 in ELA.

Measurable Outcome:

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

By June 2024, the number of Level 1 ELA students in grades 6-12 will decrease to 22% or less as measured by the FAST.

Monitoring:

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

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

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

Person responsible for monitoring outcome:

Nichola Gayle (nichola.stephenson@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.)

The evidence-based strategies being implemented in this focus area include System 44, Read 180, MyHRW, Professional Learning Communities (PLCs) and progress monitoring.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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. Identify Level 1 students.
2. Create training opportunities for ELA teachers in System 44, Read 180, and MyHRW based on need.
3. Conduct progress monitoring to ensure that strategies are being implemented correctly and with fidelity.
4. Facilitate monthly professional learning communities for staff to forward plan and discuss students' progress.

Person Responsible: Nichola Gayle (nichola.stephenson@browardschools.com)

By When: Ongoing thru June 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).

The School Advisory Council has established guidelines for clubs and organizations to request funds for various events or activities during the school year. Listed below are the procedures when requesting funds.

When requesting funds:

1. To be placed on the agenda for review, written requests should be submitted to the SAC committee 3 business days before the next scheduled SAC meeting.
2. Requests should be submitted 60 days prior to the event or activity (except in extenuating circumstances) by completing a request form.
3. The sponsor and a representative should be present at the SAC meeting when the request is made to answer questions.
4. If funds are approved, the sponsor and a representative should also give a report on the event or activity the SAC meeting following the event or activity.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

<https://www.browardschools.com/dillardhigh>

School Advisory Council Meeting agendas and minutes will include information about the school budget and allocation of funds.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

<https://www.browardschools.com/dillardhigh>

We will build positive relationships with parents, families, and other community stakeholders via ongoing transparency and communication such as flyers, Parent Link, social media, and Parent Nights.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plans to strengthen the academic programs in the school and increase the amount and quality of learning time and help provide an enriched and accelerated curriculum through increase professional development for teachers, student centered initiatives, and administrative led decision making based on recent student and teacher data specifically as it relates to the Students with Disabilities subgroup.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our school improvement plan is developed in coordination with state assessment data, early warning signs indicators and stakeholder input. Resources and support are provided through community stakeholders, extracurricular grant funded programs and school personnel.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Students have access to mental health professionals who are housed on campus. Availability to school-based mental health services are available before/after school and during lunch. In addition, students are allowed access as needed based on the urgency of the need.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students at Dillard High School 6-12 are placed in accelerated courses such as high school courses for middle schoolers, career technical education programs with certifications, brace advisor to assist with postsecondary planning and placement and ongoing communication with school counselors.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The Schoolwide Positive Behavior plan is implemented yearly to address trending behaviors and provide incentives and rewards to assist with developing a positive school culture.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional development is ongoing. beginning with teacher planning week, professional study days, and early release days as well during the school day by onsite academic coaches and district staff. The focus of professional learning is based on state and district mandates as well as student performance.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A