

Broward County Public Schools

# Hallandale High School



2023-24

Schoolwide Improvement Plan (SIP)

---

## Table of Contents

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>19</b>
<b>III. Planning for Improvement</b>	<b>24</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>29</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>0</b>
<b>VI. Title I Requirements</b>	<b>0</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

# Hallandale High School

720 NW 9TH AVE, Hallandale Beach, FL 33009

[ 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 Hallandale Magnet High School is to foster a collaborative learning community that enables each student to perform at a level of excellence by employing innovative teaching strategies and cutting edge technology.

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

At Hallandale Magnet High School we prepare College, Career, and Life Ready students by making learning engaging, accessible, and applicable.

### 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
Brown, Brittanee	Curriculum Resource Teacher	<p>Reading Department Head</p> <ol style="list-style-type: none"> <li>1. Serve as a curriculum leader by assisting in reviewing lesson plans and developing curriculum and goals.</li> <li>2. Assist teachers with the development of strategies to improve instruction.</li> <li>3. Coordinate departmental duties, including preparation of reports, agendas, minutes, and surveys.</li> <li>4. Recommend curriculum offerings and appropriate teachers for instructional assignments; monitor master schedule in the department.</li> <li>5. Review the department's status regarding objectives and staff development activities.</li> <li>6. Provide guidance and assistance in maintaining required diagnostic/prescriptive profiles, records, and classroom folders.</li> </ol> <p>Brown, Brittanee Carter, Fredrica Curriculum Resource Teacher Behavior Specialist Reading Department Head</p> <ol style="list-style-type: none"> <li>7. Assist substitute teachers</li> <li>8. Serve as a communications liaison between the teachers of the department, the principal, and other school groups.</li> <li>9. Assist in evaluating, selecting, distributing, and inventorying textbooks, materials, supplies, and equipment. They should be available to assist teachers in the interpretation of administrative directives.</li> <li>10. Help to administer tests, analyze test results, and develop strategies for improving instruction.</li> <li>11. Meet with building administrators and other department chairperson(s) to facilitate articulation.</li> <li>12. Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs.</li> <li>13. Assist in the implementation of new programs.</li> <li>14. Coordinate activities with team leaders to facilitate the implementation of content area performance standards, instructional objectives, and interdisciplinary planning units.</li> </ol>
Forbes , Brandon Forbes	Curriculum Resource Teacher	<p>ELA Department Head</p> <ol style="list-style-type: none"> <li>1. Serve as a curriculum leader by assisting in reviewing lesson plans and developing curriculum and goals.</li> <li>2. Assist teachers with the development of strategies to improve instruction.</li> <li>3. Coordinate departmental duties, including preparation of reports, agendas, minutes, and surveys.</li> <li>4. Recommend curriculum offerings and appropriate teachers for instructional assignments; monitor master schedule in the department.</li> <li>5. Review the department's status regarding objectives and staff development activities.</li> <li>6. Provide guidance and assistance in maintaining required diagnostic/prescriptive profiles, records, and classroom folders.</li> <li>7. Assist substitute teachers</li> <li>8. Serve as a communications liaison between the teachers of the department, the principal, and other school groups.</li> <li>9. Assist in evaluating, selecting, distributing, and inventorying textbooks,</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>materials, supplies, and equipment. They should be available to assist teachers in the interpretation of administrative directives.</p> <ol style="list-style-type: none"> <li>10. Help to administer tests, analyze test results, and develop strategies for improving instruction.</li> <li>11. Meet with building administrators and other department chairperson(s) to facilitate articulation.</li> <li>12. Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs.</li> <li>13. Assist in the implementation of new programs.</li> <li>14. Coordinate activities with team leaders to facilitate the implementation of content area performance standards, instructional objectives, and interdisciplinary planning units.</li> </ol>

Shinhoster, Anthony	Behavior Specialist	<p>Behavior Specialist</p> <ol style="list-style-type: none"> <li>1. Assist staff in defining and measuring behavior, understanding principles of reinforcement, teaching new behavior, implementing strategies for weakening behavior, and identifying antecedents.</li> <li>2. Facilitate team meetings with the identified student’s teachers and parents to complete Functional Behavioral Assessments.</li> <li>3. Facilitate team meetings that design Behavior Intervention Plans; address classroom organization, effective instruction, social skills instruction, and ethical issues; School-wide Positive Behavioral Support</li> <li>4. Work with individual teachers, groups of teachers, and/ or the entire staff on issues such as crisis intervention, problems of learning and collaboration, and factors that can affect the development and implementation of interventions.</li> <li>5. Promote highly specialized positive behavior interventions in which “at risk” students thrive: behavior instruction that is explicit, intensive, accelerated, and provides ample practice.</li> <li>6. Use ongoing assessments to maintain a record of student progress.</li> <li>7. Model good assessment processes that assist students in assessing their work and behavior.</li> <li>8. Provide recognition of a variety of student accomplishments and positive behaviors.</li> <li>9. Work cooperatively with building administrators to promote positive student behavior by providing professional development that targets research, strategies, and modeling of instructional practices to support teachers in implementing positive behavior support in their classrooms.</li> <li>10. Continually supervise students to ensure a safe, non-threatening, nurturing environment where students can thrive.</li> <li>11. Engage in ongoing professional development to increase knowledge and skills of positive student behavior support for all students, targeted students, and students representing sub-group populations.</li> <li>12. Engage parents in the “student behavior intervention plan” process and empower parents by providing them with skills and techniques to support the positive behavior development of their child.</li> <li>13. Conduct conflict resolution and peer mediation sessions</li> <li>14. Review behavior referrals and SWIS data reports</li> </ol>
---------------------	---------------------	---



Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> <li>15. Participate in building level RTI team</li> <li>16. Consult with school social worker, counselors, and teachers</li> <li>17. Serve as a consultant to administrators, teachers, and parents</li> <li>18. Participate in proactive team efforts to achieve District, building, departmental, and grade-level goals</li> <li>19. Provide leadership to others through example and sharing of knowledge/skill</li> </ol>
Lyew-kinlocke, Carolene	Curriculum Resource Teacher	<p>Math Department Head</p> <ol style="list-style-type: none"> <li>1. Serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum and goals.</li> <li>2. Assist teachers with the development of strategies to improve instruction.</li> <li>3. Coordinate departmental duties including preparation of reports, agendas, minutes and surveys.</li> <li>4. Recommend curriculum offerings and appropriate teachers for instructional assignments, monitor master schedule in the department.</li> <li>5. Review status of department regarding objectives and staff development activities.</li> <li>6. Provide guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records and classroom folders.</li> <li>7. Assist substitute teachers</li> <li>8. Serve as a communications liaison between the teachers of the department, the principal, and other school groups.</li> <li>9. Assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment. They should be available to assist teachers in the interpretation of administrative directives.</li> <li>10. Help to administer tests, analyze test results, and develop strategies for improving instruction.</li> <li>11. Meet with building administrators and other department chairperson(s) to facilitate articulation.</li> <li>12. Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs.</li> <li>13. Assist in implementation of new programs.</li> <li>14. Coordinate activities with team leaders to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.</li> </ol>
Merino, Magarita	Curriculum Resource Teacher	<p>Science Department Head</p> <ol style="list-style-type: none"> <li>1. Serve as a curriculum leader by assisting in reviewing lesson plans and developing curriculum and goals.</li> <li>2. Assist teachers with the development of strategies to improve instruction.</li> <li>3. Coordinate departmental duties, including preparation of reports, agendas, minutes, and surveys.</li> <li>4. Recommend curriculum offerings and appropriate teachers for instructional assignments; monitor master schedule in the department.</li> <li>5. Review the department's status regarding objectives and staff development activities.</li> <li>6. Provide guidance and assistance in maintaining required diagnostic/</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>prescriptive profiles, records, and classroom folders.</p> <ol style="list-style-type: none"> <li>7. Assist substitute teachers</li> <li>8. Serve as a communications liaison between the teachers of the department, the principal, and other school groups.</li> <li>9. Assist in evaluating, selecting, distributing, and inventorying textbooks, materials, supplies, and equipment. They should be available to assist teachers in the interpretation of administrative directives.</li> <li>10. Help to administer tests, analyze test results, and develop strategies for improving instruction.</li> <li>11. Meet with building administrators and other department chairperson(s) to facilitate articulation.</li> <li>12. Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs.</li> <li>13. Assist in the implementation of new programs.</li> <li>14. Coordinate activities with team leaders to facilitate the implementation of content area performance standards, instructional objectives, and interdisciplinary planning units.</li> </ol>
<p>Gillespie, William</p>	<p>Assistant Principal</p>	<p><b>INSTRUCTIONAL LEADERSHIP:</b></p> <ol style="list-style-type: none"> <li>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</li> <li>2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporating customer requirements in the development of the School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</li> <li>3. Assist in achieving expected results on the school's student learning goals.</li> <li>4. Direct energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</li> <li>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</li> <li>6. Work collaboratively to develop, implement, and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.</li> <li>7. Assist in recruiting, retaining, developing, and evaluating an effective and diverse faculty and staff.</li> <li>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</li> <li>9. Assist in establishing and maintaining individual professional development plans for each instructional employee linked to student achievement.</li> <li>10. Assist in monitoring the implementation of critical initiatives including, but not limited to, accreditation, Innovation Zone activities, and horizontal and</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		vertical articulation within the school and feeder pattern. 11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. 12. Assist in establishing and coordinating student, teacher, parent, and community curriculum evaluation procedures. 13. Assist in implementing and monitoring procedures to protect all children's and their parents' rights.
Gillings, Kaila	Magnet Coordinator	Magnet Coordinator 1. Demonstrate relentless commitment to the academic achievement of all students. 2. Demonstrate effective customer service strategies to all district patrons. 3. Foster collegiality and team building among staff; encourage their active involvement in the decision-making process. 4. Communicate and promote expectations for high-level performance from staff and students; hold staff and students accountable for high performance; recognize excellence and achievement. 5. Help improve instruction by engaging teachers in intensive professional development and promote a school-based professional community. 6. Provide sustained mentoring to classroom teachers. 7. Plan and conduct professional learning community meetings. 8. Provide workshops related to magnet projects. 9. Manage and evaluate the school's magnet program to ensure the highest level of quality. 10. Collect data, analyze results, and report findings. 11. Evaluate student achievement and assist with placing students in appropriate intervention and support services. 12. Evaluate the effectiveness of the overall magnet program. 13. Network with other magnet coordinators in developing, implementing, and researching the information needed for a successful magnet program. 14. Organize a record-keeping system to monitor the progress of program goals and objectives. Maintain accurate records. 15. Implement annual student recruitment activities designed to reach the program enrollment goal and to attract a diverse population. 16. Confer with prospective students and parents. 17. Work with individual teachers to improve classroom instruction. 18. Assist the principal in maintaining the magnet instructional program. 19. Identify curriculum needs in collaboration with staff. 20. Write curriculum and monitor curriculum writing. 21. Coordinate enrichment experiences such as field trips, guest speakers, or special presentations. 22. Establish and maintain open communication with the community.
Harris, Barbara	Reading Coach	1. Assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement. 2. Support teachers in implementing explicit, systemic, and rigorous literacy instruction through collaborative lesson planning, modeling, co-teaching, and

Name	Position Title	Job Duties and Responsibilities
		<p>conferencing.</p> <ol style="list-style-type: none"> <li>3. Build teacher capacity for developing and implementing formative assessments, including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning.</li> <li>4. Serve on the school's professional development team to ensure professional learning is aligned with standards, initiatives, and best practices and facilitate research-based professional learning through the school's professional learning communities.</li> <li>5. Model innovative teaching methodologies and research-based, effective instructional practices through co-teaching and demonstration lessons.</li> <li>6. Assist teachers in connecting state standards and the currently adopted instructional framework and communicating with parents and the community.</li> <li>7. Analyze and present student and teacher data to inform and plan high-quality instruction that meets all students' targeted and differentiated needs, leading to improved student achievement.</li> <li>8. Maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to coaching logs, data analysis for teacher development, and other resources as required.</li> <li>9. Participate in monthly content related to professional learning and learning communities.</li> <li>10. Promote collegiality through collaborative work and reflective practices with teachers and administrators.</li> <li>11. Support teachers by effectively integrating digital applications, tools, strategies, and classroom-related technologies to support students' literacy learning.</li> <li>12. Assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction.</li> <li>13. Perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.</li> <li>14. Participate successfully in ongoing professional learning to increase the individual's skill and proficiency related to the job responsibilities.</li> <li>15. Review current developments, literature, and technical sources of information related to job responsibilities.</li> <li>16. Confidentially handle information by established policies and legal requirements (FERPA, HIPPA, etc.)</li> </ol>
Howard , Mark	Principal	<ol style="list-style-type: none"> <li>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</li> <li>2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals aligned with the district's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</li> <li>3. Achieve expected results on the school's student learning goals.</li> <li>4. Direct energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>standards-based curricula.</p> <ol style="list-style-type: none"> <li>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</li> <li>6. Work collaboratively to develop, implement, and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.</li> <li>7. Recruit, retain, develop, and evaluate a compelling and diverse faculty and staff.</li> <li>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</li> <li>9. Establish and maintain individual professional development plans for each instructional employee linked to student achievement.</li> <li>10. Monitor the implementation of critical initiatives including, but not limited to, accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</li> <li>11. Structure and monitor a school learning environment that improves learning for a diverse student population.</li> <li>12. Establish and coordinate student, teacher, parent, and community curriculum evaluation procedures.</li> <li>13. Implement and monitor procedures to protect all children and their parents' rights.</li> </ol>
<p>Sherman, Sonja</p>	<p>Assistant Principal</p>	<p><b>INSTRUCTIONAL LEADERSHIP:</b></p> <ol style="list-style-type: none"> <li>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</li> <li>2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporating customer requirements in the development of the School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</li> <li>3. Assist in achieving expected results on the school's student learning goals.</li> <li>4. Direct energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</li> <li>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</li> <li>6. Work collaboratively to develop, implement, and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.</li> <li>7. Assist in recruiting, retaining, developing, and evaluating an effective and diverse faculty and staff.</li> <li>8. Facilitate effective professional learning and provide timely feedback to</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</p> <p>9. Assist in establishing and maintaining individual professional development plans for each instructional employee linked to student achievement.</p> <p>10. Assist in monitoring the implementation of critical initiatives including, but not limited to, accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</p> <p>11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating student, teacher, parent, and community curriculum evaluation procedures.</p> <p>13. Assist in implementing and monitoring procedures to protect all children's and their parents' rights.</p>

<p>Pickney, Annette</p>	<p>Assistant Principal</p>	<p><b>INSTRUCTIONAL LEADERSHIP:</b></p> <p>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</p> <p>2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporating customer requirements in the development of the School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the district's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</p> <p>3. Assist in achieving expected results on the school's student learning goals.</p> <p>4. Direct energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</p> <p>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</p> <p>6. Work collaboratively to develop, implement, and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.</p> <p>7. Assist in recruiting, retaining, developing, and evaluating an effective and diverse faculty and staff.</p> <p>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</p> <p>9. Assist in establishing and maintaining individual professional development plans for each instructional employee linked to student achievement.</p> <p>10. Assist in monitoring the implementation of critical initiatives including, but not limited to, accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</p> <p>11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating student, teacher, parent, and</p>
-----------------------------	--------------------------------	---

Name	Position Title	Job Duties and Responsibilities
		community curriculum evaluation procedures. 13. Assist in implementing and monitoring procedures to protect all children's and their parents' rights.
Torres, Lizbeth	Assistant Principal	INSTRUCTIONAL LEADERSHIP: 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporating customer requirements in the development of the School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the district's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Work collaboratively to develop, implement, and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. 7. Assist in recruiting, retaining, developing, and evaluating an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Assist in establishing and maintaining individual professional development plans for each instructional employee linked to student achievement. 10. Assist in monitoring the implementation of critical initiatives including, but not limited to, accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. 12. Assist in establishing and coordinating student, teacher, parent, and community curriculum evaluation procedures. 13. Assist in implementing and monitoring procedures to protect all children's and their parents' rights.
Robinson, Shandrea	Curriculum Resource Teacher	Social Studies Department Head 1. Serve as a curriculum leader by assisting in reviewing lesson plans and developing curriculum and goals. 2. Assist teachers with the development of strategies to improve instruction. 3. Coordinate departmental duties, including preparation of reports, agendas, minutes, and surveys.

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> <li>4. Recommend curriculum offerings and appropriate teachers for instructional assignments, monitor master schedule in the department.</li> <li>5. Review the department's status regarding objectives and staff development activities.</li> <li>6. Provide guidance and assistance in maintaining required diagnostic/prescriptive profiles, records, and classroom folders.</li> <li>7. Assist substitute teachers</li> <li>8. Serve as a communications liaison between the teachers of the department, the principal, and other school groups.</li> <li>9. Assist in evaluating, selecting, distributing, and inventorying textbooks, materials, supplies, and equipment. They should be available to assist teachers in the interpretation of administrative directives.</li> <li>10. Help to administer tests, analyze test results, and develop strategies for improving instruction.</li> <li>11. Meet with building administrators and other department chairperson(s) to facilitate articulation.</li> <li>12. Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs.</li> <li>13. Assist in the implementation of new programs.</li> <li>14. Coordinate activities with team leaders to facilitate the implementation of content area performance standards, instructional objectives, and interdisciplinary planning units.</li> </ol>

**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.

We identify relevant stakeholders vested in our school's success by communicating our SIP development process, its purpose, and the importance of their input. We use meetings, emails, social media, and text to engage stakeholders and encourage participation. We ensure that communication is clear, inclusive, and accessible. We provide opportunities for feedback and encourage all to attend in-person meetings. We develop strategies, objectives, and measurable goals aligning with the received input. We maintain transparency and ongoing communication with stakeholders throughout the implementation phase with updates on progress, achievements, or any adjustments that must be made.

**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))

We will collect relevant data such as standardized test scores, classroom assessments, attendance rates, and teacher observations. This data will identify areas where additional support is needed. Staff will engage in departmental Professional Learning Communities (PLC) meetings where teachers can



collaborate and share insights and strategies for areas of improvement. Teachers will attend ongoing professional development all year.

**Demographic Data**  
Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	94%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	95%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
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	0	0	0

**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	0	0	0	0

**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	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	581
One or more suspensions	0	0	0	0	0	0	0	0	0	198
Course failure in ELA	0	0	0	0	0	0	0	0	0	222
Course failure in Math	0	0	0	0	0	0	0	0	0	233
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	306
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	291
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	0	0	129

**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	0	0	0	485

**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	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	27

**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	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
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	0	0	0

**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	0	0	0	0

**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	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

**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*	33	50	50	28	52	51	25		
ELA Learning Gains				38			35		
ELA Lowest 25th Percentile				31			33		
Math Achievement*	11	36	38	16	41	38	10		
Math Learning Gains				35			15		
Math Lowest 25th Percentile				53			25		
Science Achievement*	37	60	64	42	35	40	24		
Social Studies Achievement*	64	66	66	52	51	48	35		
Middle School Acceleration					50	44			
Graduation Rate	94	90	89	99	54	61	100		
College and Career Acceleration	41	61	65	45	66	67	46		
ELP Progress	35	50	45	53			40		

\* 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	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	315
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	94

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	492
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	99

**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	33	Yes	3	
ELL	36	Yes	1	
AMI				
ASN				
BLK	44			
HSP	48			
MUL				
PAC				
WHT	25	Yes	1	1
FRL	44			

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	27	Yes	2	1
ELL	42			
AMI				
ASN				
BLK	42			
HSP	47			

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%
MUL				
PAC				
WHT	45			
FRL	44			

**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	33			11			37	64		94	41	35
SWD	30			4			8	33		23	6	
ELL	14			7			30	39		53	7	35
AMI												
ASN												
BLK	31			11			31	63		38	7	40
HSP	35			11			46	64		49	7	36
MUL												
PAC												
WHT	42			7							2	
FRL	32			11			30	66		38	7	38

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	28	38	31	16	35	53	42	52		99	45	53
SWD	10	27	24	3	13	27	30	22		96	18	
ELL	7	27	29	14	49	64	23	43		100	49	53
AMI												
ASN												

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
BLK	25	40	35	15	35	51	40	45		99	39	
HSP	28	33	27	18	40	60	41	60		98	54	61
MUL												
PAC												
WHT	47	38		10				86				
FRL	29	38	30	16	37	51	40	51		99	43	52

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	25	35	33	10	15	25	24	35		100	46	40
SWD	10	30	37	9	20	28	3	13		100	5	
ELL	13	30	29	10	15	15	24	25		100	57	40
AMI												
ASN												
BLK	22	35	33	8	18	31	19	34		100	42	42
HSP	25	35	39	12	11	13	36	34		100	59	43
MUL												
PAC												
WHT	50	36		19	0		17			100	42	
FRL	23	35	34	7	12	24	21	36		100	45	49

**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.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	26%	49%	-23%	50%	-24%
09	2023 - Spring	29%	49%	-20%	48%	-19%

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	13%	46%	-33%	48%	-35%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	63%	-33%	63%	-33%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	62%	-1%	63%	-2%

### 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 lowest data component for last school year was in Mathematics, with 14% proficiency, decreasing two percentage points. The Mathematics department is currently in need of a Math Coach to aid in facilitating small-group instruction. Additionally, one teacher was on maternity leave for the first semester, and five out of eight math instructors were new last year. All of them have less than three years of teaching experience.

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

The most significant decline from the prior year was in Science. There was 29% proficiency in Science, with a decrease of thirteen percentage points. Students in science struggled to meet mastery of content as reflected in Common Formative Assessments. Many of our students had not understood the fundamental concepts needed to be proficient on the Science state assessment. Many students struggled to grasp critical concepts or connect ideas, which impacted their scores. Students' level of interest and engagement affects their ability to study and learn.



**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 greatest gap was in Algebra with the state at a 53% and our school was at a 14% which is a gap of 39 points. We believe that our students are not grasping fundamental concepts in reading and thus struggling with math concepts needed to connect ideas in mathematics. Since 2020 when Covid was prevalent and students were online, our data in math achievement has fluctuated from 10%, 16%, to now a 14%. We also have been in need of a math coach for our school and have not been able to find one.

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

The data component that showed the most improvement was an eight percent increase from 52% to 60% in Social Studies. EOC and extended learning and tutoring opportunities for students began in Quarter 2 of the first semester and spanned until students took the exam in the spring of the second semester. Students engaged in review sessions on Professional Study Days. Additionally, Social Studies instructors collaborated and demonstrated team teaching practices when covering new content. In addition, we introduced some American History content to our incoming eleventh-grade students during their World History courses.

**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. Mathematics proficiency increase of 14%.
2. Science proficiency increase of 25%.
3. English Language Arts proficiency increase of 18%.
4. Graduation rate percentage increase of 2%.
5. Acceleration success percentage increase.

**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.

32% of ESE students scored proficient on the English Language Arts FSA. We aim to increase the percentage of students proficient to 41% or more to meet the Federal Percent of Points Index requirement.

**Measurable Outcome:**

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

By June 2024, ESE proficiency on the English Language Arts FAST will increase by 10%, from 32% to 42%.

**Monitoring:**

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

Students will complete the Reading Inventory and/or the HMM Growth Measure three times yearly. Students will also complete the Florida Assessment of Student Thinking (FAST) 3 times throughout the school year. Monitoring will include student-teacher data chats and Common Formative Assessments through Reading and ELA classes. Additionally, students will participate in push-ins and pull-outs during Study Hall periods and provided after-school learning opportunities.

**Person responsible for monitoring outcome:**

Sonja Sherman (sonja.sherman@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.)

ESE students will receive targeted instruction during small group pull-outs during study hall periods, and progress will be monitored monthly. Students will explore Words of the Week (SAT words) and work through the steps of the Rhetorical Triangle.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Implementing the Rhetorical Triangle in the past proved to have several benefits for low-performing and struggling students. When the strategy was incorporated, there was an increase in achievement and proficiency levels in several subject areas, including Reading and ELA.

**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 ESE students who will participate in pull-outs during their Study Hall periods or small group instruction.

**Person Responsible:** Barbara Harris (b.harris@browardschools.com)

**By When:** By June 2024, the percentage of ESE proficiency on the ELA FAST will increase by 10%, from 32% to 42%.

2. Work through the Word of the Week words and activities. Students will identify the meaning of specific academic terms, examples, and non-examples and draw a visual representation of each word.

**Person Responsible:** Barbara Harris (b.harris@browardschools.com)

**By When:** Ongoing

3. Reteach the Rhetorical Triangle Strategy.

**Person Responsible:** Barbara Harris (b.harris@browardschools.com)

**By When:** Ongoing

## #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.

A positive culture and environment are crucial when a comprehensive data review consistently reveals negative behavior patterns and other related issues within the school community. Identifying this area of focus is critical for making informed decisions and taking targeted actions to improve the school's overall environment. As we strive to shift our school's culture, the leadership team used EWS data to identify specific patterns. The EWS data shows 202 students with one or more suspensions, indicating challenges with behavior. Frequent suspensions can disrupt the learning environment for the student and the teacher.

### Measurable Outcome:

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

1. By June 2024, disciplinary incidents by ESE students will decrease by 5%, and student-reported satisfaction regarding the school's culture and climate will increase by 20%.

The Leadership team will work with the SPBP committee to monitor the Behavior Dashboard in BASIS. The data obtained from the dashboard will enable opportunities for additional support to target negative student behavior and reward positive behavior.

We are concentrating on behavior management, conflict resolution, and Social-Emotional development using counseling and mentorship programs to create a positive school climate and avoid behavioral issues that cause suspensions. We will use the Seat App that gives students points for exhibiting positive behavior, which students can redeem in our school store.

### Monitoring:

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

Teachers are given rewards for using the Seat app, rewarding students for positive behavior, and concentrating on the positives that students are portraying, not the negative behaviors. The leadership team will monitor the dashboard on the Seat App in conjunction with the behavior dashboard on Basis to target our ESE student behavior.

### Person responsible for monitoring outcome:

Lizbeth Torres (lizbeth.torres@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 behavior specialist and the schoolwide positive behavior committee will work collaboratively to monitor the Seat App and behavior dashboard quarterly to identify specific students and provide these students with the interventions their behaviors require. The interventions will model and promote positive behavior and skills by reinforcing the school's Schoolwide Expectations.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Quarterly monitoring will ensure that those students who display consistent behavior challenges can receive constant reinforcement of the behaviors that are expected of them. Such monitoring over time, not only aligns with the schoolwide Positive Behavior Plan's expectations but creates opportunities to shift the student's behavior and encourage them to engage in more positive behaviors.

### 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. Promote inclusion by including ESE students in all aspects of school life, including involvement in schoolwide clubs and initiatives.

**Person Responsible:** Lizbeth Torres (lizbeth.torres@browardschools.com)

**By When:** June 2024

2. Include Professional Development opportunities on the four district-approved Professional Study Days for instructional staff on various exceptionalities and how to differentiate instruction.

**Person Responsible:** Lizbeth Torres (lizbeth.torres@browardschools.com)

**By When:** June 2024

3. Work with the ESE Department to ensure that IEPs are realistic, measurable, and tailored to each student's needs, making necessary adjustments throughout the year.

**Person Responsible:** Lizbeth Torres (lizbeth.torres@browardschools.com)

**By When:** Ongoing

4. Use the school's Seat App Point System, where students will be recognized and rewarded for positive behaviors. This point system will allow students to use their points to obtain snacks, treats, and other school paraphernalia. Students will also be invited to our Power Parties on each Professional Study Day to celebrate students' efforts.

**Person Responsible:** Lizbeth Torres (lizbeth.torres@browardschools.com)

**By When:** Ongoing

5. Use de-escalation and Peer Mediation strategies to address issues and promote a harmonious school environment.

**Person Responsible:** Lizbeth Torres (lizbeth.torres@browardschools.com)

**By When:** Ongoing

6. Conduct mid-year and end-of-year surveys to gauge students' thoughts about the school's culture.

**Person Responsible:** Lizbeth Torres (lizbeth.torres@browardschools.com)

**By When:** Midyear and end of year

### 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).

A Needs Assessment identified the strengths and weaknesses of our performance data, and behavior. We will meet with stakeholders to analyze the data obtained from the NA. Subsequently, we will set specific and measurable improvement goals and allocate the resources. We will revisit the needs assessment, the plans, and allocation criteria to adapt to changes in circumstances and ensure that resources remain aligned with the school's evolving needs.

1. The first step in reviewing school improvement funding allocations and ensuring resources are allocated based on needs, especially regarding SAC approving accountability funds, is to conduct a needs assessment. This involves gathering data and analyzing student performance, demographic information, school infrastructure, teacher quality, and community engagement. This assessment helps identify the areas where the school requires improvement and additional resources.
2. Based on the needs assessment, priorities are established. These priorities include improving student achievement in certain subjects, enhancing teacher professional development, updating technology infrastructure, or implementing extracurricular programs to support student growth.
3. The school administration develops a budget allocation proposal with teachers, staff, and community representatives. This proposal outlines how funds will be distributed among the identified priorities. The proposal is data-driven, aligns with research-based practices, and clearly understands the school's unique challenges.
4. The School Advisory Council (SAC) is critical in reviewing and approving the budget allocation proposal. SAC includes teachers, parents, community members, and students. The proposal is presented to the SAC, whose members discuss and evaluate the proposed allocations from the school's accountability funds.
5. The school's admin team presents relevant data from the needs assessment to the SAC. This data helps members understand the rationale behind the proposed allocations and the potential impact on student achievement and school improvement.
6. The SAC engages in open discussions about the proposed allocations. Members share their perspectives, concerns, and insights concerning the prioritization of needs and the distribution of resources. This collaborative process ensures that diverse viewpoints are considered.
7. SAC members should assess whether the proposed allocations address the needs of all students, including those from marginalized or underserved communities. They must ensure that no group is disproportionately disadvantaged.
8. Based on the discussions and feedback from the SAC, adjustments and amendments may be made to the budget allocation proposal. This process helps refine the allocation plan to better meet the school's improvement goals.
9. After thorough deliberation and potential revisions, the SAC votes on the final budget allocation proposal. A consensus should be reached among the members to ensure broad support for the plan.
10. The school administration implements the plan Once the budget allocation proposal is approved. Regular monitoring and evaluation ensure the allocated funds effectively address the identified needs and achieve the intended outcomes.
11. Throughout the process, transparency is maintained by communicating the rationale behind the allocations, the decision-making process, and the progress toward meeting improvement goals. Regular updates are provided to the school community.
12. The SAC continues to provide continuous feedback by reviewing the progress and outcomes resulting from the allocated funds. Adjustments may be made in subsequent budget cycles based on the effectiveness of the allocations and changes in the school's needs.