

Broward County Public Schools

Bright Horizons School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	14
III. Planning for Improvement	18
IV. ATSI, TSI and CSI Resource Review	22
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	0

Bright Horizons

3901 NE 1ST TER, Pompano Beach, FL 33064

[no web address on file]

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 Bright Horizons School is to provide an individualized, intensive and supportive education for exceptional students with significant global disabilities. Students over the age of 18 participate in a functional vocational program designed to prepare them for post-school opportunities. The Community Based Instruction program closely aligns with this instruction.

Provide the school's vision statement.

Following the belief that all students can learn, students are provided academic instruction through 12th grade in the areas of reading, math, language arts, science and social studies. Instruction is aligned with the Florida Standards Access Points. In addition, vocational, communication, social and self-help skills are emphasized.

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
Andersen Kowalski, Ann	Principal	<ul style="list-style-type: none"> *Exercise proactive leadership in promoting the vision and mission of the District’s Strategic Plan. *Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are 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). *Achieve expected results on the school’s student learning goals. *Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. *Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. *Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. *Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant. *Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. *Manage and delegate tasks while consistently demonstrating fiscal efficiency. *Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals. *Maintain high visibility at school and in the community. *Cultivate, support, and develop others within the school. *Provide recognition and celebration for student, staff, and school accomplishments. *Establish open lines of communication and processes to determine stake holder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. *Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.
Judd, Sally	Assistant Principal	<ul style="list-style-type: none"> *Exercise proactive leadership in promoting the vision and mission of the District’s Strategic Plan. *Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are 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). *Achieve expected results on the school’s student learning goals. *Direct energy, influence and resources toward data analysis for

Name	Position Title	Job Duties and Responsibilities
		<p>instructional improvement, development, and implementation of quality standards-based curricula.</p> <ul style="list-style-type: none"> *Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. *Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. *Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant. *Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. *Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals. *Cultivate, support, and develop others within the school. *Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district. *Provide recognition and celebration for student, staff, and school accomplishments. *Establish open lines of communication and processes to determine stake holder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. *Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement. *Interact with government and service agencies relative to student welfare.

<p>Naslund, Lori</p>	<p>Staffing Specialist</p>	<p>Serve as the principal’s designee for all exceptional student education (ESE) staffing accordance with the annual Local Education Agency(LEA)Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. Coordinate required ESE meetings. Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and</p>
--------------------------	--------------------------------	--

Name	Position Title	Job Duties and Responsibilities
		<p>productive IEP meetings, in which all participants feel valued and heard. Assist in identifying, reporting and correcting IDEA compliance concerns identified internally. Shall report all compliance concerns directly to the school-based leadership. Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures. Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity. Utilize the electronic management system to generate IEP documents. Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida. Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. Review current developments, literature and technical sources of information related to job responsibilities. Ensure adherence to safety rules and procedures. Follow federal and state, as well as School Board policies.</p>
<p>Michel, Mario</p>	<p>Behavior Specialist</p>	<p>Assist the administration and staff to develop and implement a school-wide behavior management system. Assist in the identification of students eligible for services provided by the teacher, behavior support. Assist in the development and implementation of individual student behavior plans. Provide effective support for students, parents, families and school staff. Coordinate the training in behavior management techniques for teacher, administrators, staff and parents through staff development strategies including modeling demonstration and teaching. Assist in the establishment and implementation of a specific behavior crisis plan. Assist with planning and scheduling. Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.</p>
<p>Munoz, Fabiola</p>	<p>Behavior Specialist</p>	<p>Assist the administration and staff to develop and implement a school-wide behavior management system. Assist in the identification of students eligible for services provided by the teacher, behavior support. Assist in the development and implementation of individual student behavior plans. Provide effective support for students, parents, families and school staff. Coordinate the training in behavior management techniques for teacher, administrators, staff and parents through staff development strategies including modeling demonstration and teaching. Assist in the establishment and implementation of a specific behavior crisis plan. Assist with planning and scheduling. Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.</p>
<p>Portal, Angela</p>	<p>Instructional Coach</p>	<p>Assisting to set up and schedule special programming for students. Assist and support teachers with classroom curriculum, strategies, and classroom management and setup. School-wide scheduling.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Establishing and maintaining community outreach programs. The outreach programs help families in need, provide post-secondary training for students. Coordinate the training in teaching strategies and techniques for teachers, administrators, staff and parents through staff development strategies including modeling demonstration teaching. Serve as a member of the school's Child Support Team. Disseminate resource materials related to specific teaching strategies. Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. Review current developments, literature and technical sources of information related to job responsibilities. Ensure adherence to safety rules and procedures. Follow federal and state, as well as School Board policies.</p>
O'Connell, Casey	Instructional Coach	<p>Assisting to set up and schedule special programming for students. Assist and support teachers with classroom curriculum, strategies, and classroom management and setup. School-wide scheduling. Establishing and maintaining community outreach programs. The outreach programs help families in need, provide post-secondary training for students. Coordinate the training in teaching strategies and techniques for teachers, administrators, staff and parents through staff development strategies including modeling demonstration teaching. Serve as a member of the school's Child Support Team. Disseminate resource materials related to specific teaching strategies. Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. Review current developments, literature and technical sources of information related to job responsibilities. Ensure adherence to safety rules and procedures. Follow federal and state, as well as School Board policies.</p>
Edwards, Tabitha	Paraprofessional	<p>The Job Coach shall:</p> <ol style="list-style-type: none"> 1. Develop a thorough knowledge of jobs in which students will be placed by physically performing all tasks which will be required of students at job site. 2. Provide on-site assistance to students by demonstrating the necessary work skills and, as needed, by helping the student to complete the task. 3. Maintain on-going contact with student's on-the-job supervisor for as long as needed to ensure the student's successful performance in the position. 4. Collect and record performance data for each student under the direction of the on-the-job training (OJT) teacher and principal. 5. Provide input to the OJT teacher with regard to the student's performance on the job. 6. Monitor student attendance and punctuality. 7. Implement behavior management procedures as prescribed by the OJT teacher or other school support staff in order to ensure successful participation in the workplace. 8. Assist student in learning strategies for obtaining transportation to and from the work site.

Name	Position Title	Job Duties and Responsibilities
		<p>9. Work the same schedule as the student (holidays, week-ends, nights, etc.) to the extent necessary to ensure the student's success on the job.</p> <p>10. Communicate with employers, fellow employees, parents, teachers, and agency personnel to facilitate long term employment for students.</p> <p>11. Perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.</p> <p>12. Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.</p> <p>13. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>14. Ensure adherence to good safety procedures.</p> <p>15. Follow federal and state laws, as well as School Board policies.</p> <p>16. Perform other duties as assigned by the School Principal or District administrator.</p>

Stakeholder Involvement and SIP Development

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

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

The school leadership team meets monthly to monitor student progress and identify needed academic or behavioral support for students and instructional personnel. The School Advisory Council (SAC) meets monthly to monitor school goals. This SAC is comprised of school leadership, teachers, school staff, parents and community partners. The leadership team and SAC analyze the school's Florida Standards Alternate Assessment scores and benchmark data obtained through Unique Learning Systems.

SIP Monitoring

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

The school leadership team and School Advisory Council (SAC) will meet monthly to monitor progress toward School Improvement Plan Goals. Unique Learning System benchmarks will be used to identify students who need support and/or adapted learning strategies. Instructional Focus Calendars will be implemented at each grade level and monthly assessments will be used to monitor student progress on standards.

Demographic Data

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

<p>2023-24 Status (per MSID File)</p>	<p>Active</p>
<p>School Type and Grades Served (per MSID File)</p>	<p>Combination School KG-12</p>

Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	No
2022-23 Minority Rate	77%
2022-23 Economically Disadvantaged (FRL) Rate	80%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
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)* Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: COMMENDABLE 2017-18: UNSATISFACTORY
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	9	3	2	2	5	4	4	5	6	40
One or more suspensions	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	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	3	9	0	12
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	9	3	15
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	5	2	6	8	7	9	12	11	69

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	9	3	2	2	5	4	4	9	6		44

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	9	5	3	6	7	7	0	0	1		38
Students retained two or more times	8	5	1	1	6	6	0	0	1		28

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				5	3	3	4	3	5	7	4	6	72
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	1	1
Course failure in Math				0	0	0	0	0	0	0	0	1	3
Level 1 on statewide ELA assessment				0	0	0	0	0	3	1	2	6	15
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	1	0	0	0	0	0	0	1

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	4	0	3	3	1	5		20

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	6	0	0	0	0	1		7
Students retained two or more times	0	0	0	0	0	0	0	0	0		1

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	5	3	3	4	3	5	7	4	6	40
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	1	1
Course failure in Math	0	0	0	0	0	0	0	0	1	1
Level 1 on statewide ELA assessment	0	0	0	0	0	3	1	2	6	12
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	1	0	0	0	0	0	0	1

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	4	0	3	3	1	5	16

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*	28	55	53	24	57	55	27		
ELA Learning Gains				54			27		
ELA Lowest 25th Percentile									
Math Achievement*	31	52	55	25	47	42	9		
Math Learning Gains				44			24		
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	0	50	52	5	52	54	0		
Social Studies Achievement*		68	68	31	64	59			
Middle School Acceleration		72	70		57	51			
Graduation Rate	93	68	74	90	50	50	93		
College and Career Acceleration	0	54	53		66	70	0		
ELP Progress		53	55		75	70			

* 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)	CSI
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	152
Total Components for the Federal Index	5
Percent Tested	97
Graduation Rate	93

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	273
Total Components for the Federal Index	7
Percent Tested	92
Graduation Rate	90

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	30	Yes	2	1
ELL				
AMI				
ASN				
BLK	41			
HSP	13	Yes	4	2
MUL				
PAC				
WHT	26	Yes	2	1
FRL	35	Yes	4	

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	40	Yes	1	
ELL				
AMI				
ASN				
BLK	27	Yes	3	1
HSP	8	Yes	3	1
MUL				
PAC				
WHT	39	Yes	1	
FRL	33	Yes	3	

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			31			0			93	0	
SWD	28			31			0			0	5	
ELL												
AMI												
ASN												
BLK	39			42							2	
HSP	18			8							2	
MUL												
PAC												
WHT	19			33							2	
FRL	38			38			0			0	5	

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	24	54		25	44		5	31		90		
SWD	25	54		25	44		5	36		90		
ELL												
AMI												
ASN												
BLK	28			43			9					
HSP				8								
MUL												
PAC												
WHT	25	67		13	50							
FRL	26	50		28	45		9	40				

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	27	27		9	24		0			93	0	
SWD	27	27		9	24		0			93	0	
ELL												

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
AMI												
ASN												
BLK	10			0								
HSP												
MUL												
PAC												
WHT	18			7								
FRL	17			0						92	0	

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.

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 Hispanic subgroup showed the lowest performance in 2022. Preliminary aggregation of data for 2023 indicates that the Hispanic subgroup continues to show the lowest performance in math although their ELA scores have improved.

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

The subgroup that showed the greatest decline was the Hispanic subgroup. The contributing factors to this decline was attendance related to medical conditions. The students' medical conditions are a significant factor in the identification of their disability. Inconsistent attendance contributed to their performance on the FSAA.

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.

100% of our student population takes the FSAA. State data is not provided for the FSAA.

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

Students with Disabilities in ELA showed the most improvement on the FSAA from 2022. The scores from 2023 are not yet available, but preliminary disaggregation of individual scores indicate a drop in ELA scores. IFCs are developed for the new standards that align more closely with the new FAA blueprints. Teachers will receive inservice and support from our leadership team and instructional coaches through their PLCs. PLCs will focus on lesson plan, content, and classroom instruction alignment to the new FAA blueprints.

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

Many of our students have chronic absenteeism. All students have significant cognitive disabilities that often involve a medical condition that precludes the students ability to attend school regularly. All of our students are dependent on adults to ensure they attend school.

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

This school year the highest priorities for school improvement include:

1. Creating year-long timelines to ensure appropriate school-wide schedules for continued assessment, data collection, and remediation take place on a consistent and timely manner throughout the year.
2. Focus on parent relationships and communication to address student attendance issues

Area of Focus

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

#1. Positive Culture and Environment specifically relating to 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.

Data indicates that student attendance is an area of need and impacts student learning gains.

Measurable Outcome:

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

In 2021/2022, 48% of students had less than 90% attendance rate. In 2023/2024 student's with less than 90% attendance rate will decrease to 38%.

Monitoring:

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

Student attendance will be monitored on a weekly basis through Pinnacle.

Person responsible for monitoring outcome:

Angela Portal (angela.portal@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.)

Parent contacts will be made when students are absent for three consecutive days or show a pattern of nonattendance (2 days per month) to offer support for their families in order to increase attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Fostering a positive school climate with families will increase students' ability and willingness to attend and participate in school. This will enable the school to identify individual family needs and provide available supports on an individual basis.

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.

Weekly monitoring of attendance

2. Direct communication with families that meet criteria for chronic non-attendance.

Person Responsible: Angela Portal (angela.portal@browardschools.com)

By When: Each week attendance data will be reviewed and parent contacts made.

#2. ESSA Subgroup specifically relating to Hispanic

Area of Focus Description and Rationale:

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

The Hispanic subgroup is the greatest area of need at a Federal Index of 8%. The Hispanic population represents 34% of our student body.

Measurable Outcome:

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

By June 2024, 30% of Hispanic students will demonstrate an increase of proficiency based on baseline data using FAA.

Monitoring:

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

Benchmarks, monthly formative assessments and data chats with administration as well as targeted PLCs.

Person responsible for monitoring outcome:

Sally Judd (sally.judd@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.)

Unique Learning Systems in an evidence-based curriculum with monitoring aligned with access points.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Unique Learning Systems was created for the special needs population scaffolding level to meet the needs of individual students.

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.

Implementing Unique Learning Systems benchmark assessments and monthly formative assessments and adjusting teaching strategies based on students' needs.

Person Responsible: Ann Andersen Kowalski (ann.andersen-kowalski@browardschools.com)

By When: Benchmarks are administered in September, December, and May. Monthly formative assessments are ongoing throughout the school year.

Quarterly data chats and targeted PLCs will be conducted to analyze progress monitoring data and support data-based teaching strategies.

Person Responsible: Sally Judd (sally.judd@browardschools.com)

By When: At the end of each quarter

CSI, TSI and ATSI Resource Review

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

Each month the School Advisory Committee reviews school improvement funding allocations and identifies resources needed and allocates funds based on those needs.

The School Advisory Committee voted to use the funds to establish an Academic Library that will support the academic standards/Access Points on the FAA. This library will include supplemental materials/manipulatives aligned to address each Access Point to provide the necessary learning supports for our unique population. All were in favor. At this point, are waiting for the final approval.