

Broward County Public Schools

Lauderhill 6 12 School



2023-24

Schoolwide Improvement Plan (SIP)

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Lauderhill 6 12

1901 NW 49TH AVE, Lauderhill, FL 33313

[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.

Lauderhill 6-12 STEM-MED Magnet School recognizes that students have a need to grow every day and intends to prepare a diverse student population for success in college, and to be thoughtful, contributing members of society.

Provide the school's vision statement.

The vision statement at Lauderhill 6-12 STEM MED School is believing that:

Children Have a Need to Grow Everyday (C.H.A.N.G.E.)

Our theme this school year is "L.E.A.P - Learning Environment for All Panthers" The acronym L.E.A.P. represents the school-wide expectations and guidelines for success with each stakeholder striving to Learn, Engage, Achieve, and Prepare. We will LEAP into Learning!

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
Reardon, Ryan	Principal	Provide strategic direction in the school. Develop curricula, assess teaching methods, monitor student achievement, encourage parental involvement, revise policies and procedures, administer the budget, and hire and evaluate staff and oversee facilities.
Burch, Shannon	Assistant Principal	Supports the principal to manage employees in the school. Ensures a safe, pleasant and effective educational atmosphere, provides discipline as necessary and enforces school policy.
Farr, Leslie	Assistant Principal	Supports the principal to manage employees in the school. Ensures a safe, pleasant and effective educational atmosphere, provides discipline as necessary and enforces school policy.
Maxwell, Keisha	Assistant Principal	Supports the principal to manage employees in the school. Ensures a safe, pleasant and effective educational atmosphere, provides discipline as necessary and enforces school policy.
Sicard, Deborah	Magnet Coordinator	Responsible for recruitment of students, public relations related to the magnet school program, and manage the student lottery.
Ellis, Yvette	School Counselor	Listen to students' concerns about academic, emotional or social problems, help students process their problems and plan their goals, mediate conflict between students and teachers, and improve parent/teacher relationships.
Curry, Angelica	School Counselor	Listen to students' concerns about academic, emotional or social problems, help students process their problems and plan their goals, mediate conflict between students and teachers, and improve parent/teacher relationships.
Cubano, Frances	Teacher, ESE	Provide information to students, parents and teachers on how to appropriately implement accommodations for students with Individual Educational Plans and Section 504 Plans.

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.

At Lauderhill 6-12, the process used for involving stakeholders in the development of the School Improvement Plan (SIP) normally begins with advertising the School Advisory Council (SAC) meeting dates via the school website, parent link (call/email/text), school memo, and school marquee. To better accommodate our stakeholders, the SAC meeting times fluctuate from month to month. The meetings are held either at 5:45 PM or 8:30 AM each month. During SAC meetings, stakeholders are presented

school data and asked to provide input. SAC voting members are also able to cast a vote on items being voted on.

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))

During each SAC meeting, the school SIP is reviewed with stakeholders. Over the course of the year, student progress is monitored three times (PM1, PM2, PM3) through the administration of the FAST test. Data collected from each PM is reviewed. The FAST data is shared with stakeholders, highlighting strengths and areas weaknesses. Together, the SIP is then revised to ensure student and teacher continuous improvement.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 6-11
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	101	69	88	258	
One or more suspensions	0	0	0	0	0	0	99	67	64	230	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	6	1	9	16	
Course failure in Math	0	0	0	0	0	0	10	1	8	19	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	114	118	107	339	
Level 1 on statewide Math assessment	0	0	0	0	0	0	106	104	90	300	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	2	33	36	

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	126	113	115	354	

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	1	28	29
Students retained two or more times	0	0	0	0	0	0	5	5	25	35

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	66	80	92	257	
One or more suspensions	0	0	0	0	0	0	52	56	65	174	
Course failure in ELA	0	0	0	0	0	0	5	33	21	59	
Course failure in Math	0	0	0	0	0	0	11	6	9	27	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	79	90	105	278	
Level 1 on statewide Math assessment	0	0	0	0	0	0	94	103	157	361	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	40	29	8	77	

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	108	106	132	351	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	1	50	53
Students retained two or more times	0	0	0	0	0	0	3	0	17	22

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	66	80	92	238	
One or more suspensions	0	0	0	0	0	0	52	56	65	173	
Course failure in ELA	0	0	0	0	0	0	5	33	21	59	
Course failure in Math	0	0	0	0	0	0	11	6	9	26	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	79	90	105	274	
Level 1 on statewide Math assessment	0	0	0	0	0	0	94	103	157	354	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	40	29	8	77	

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	108	106	132	346	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	1	50	53
Students retained two or more times	0	0	0	0	0	0	3	0	17	20

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*	35	55	53	31	57	55	31		
ELA Learning Gains				45			34		
ELA Lowest 25th Percentile				40			25		
Math Achievement*	26	52	55	19	47	42	17		
Math Learning Gains				36			14		
Math Lowest 25th Percentile				42			21		
Science Achievement*	39	50	52	24	52	54	21		
Social Studies Achievement*	43	68	68	44	64	59	36		
Middle School Acceleration	87	72	70	74	57	51	53		
Graduation Rate	100	68	74	100	50	50	100		
College and Career Acceleration	97	54	53	93	66	70	100		
ELP Progress	45	53	55	28	75	70	55		

** 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)	TSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	472
Total Components for the Federal Index	8

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	576
Total Components for the Federal Index	12
Percent Tested	96
Graduation Rate	100

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	11	Yes	4	4
ELL	25	Yes	4	2
AMI				
ASN				
BLK	59			
HSP	45			
MUL				
PAC				
WHT				
FRL	59			

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	26	Yes	3	3
ELL	30	Yes	3	1
AMI				
ASN				
BLK	46			
HSP	54			
MUL				
PAC				
WHT				
FRL	47			

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	35			26			39	43	87	100	97	45
SWD	15			15			7	7			4	
ELL	20			13			24	23			5	45
AMI												
ASN												
BLK	33			26			37	41	84	100	8	50
HSP	51			22			62	45			4	
MUL												
PAC												
WHT												
FRL	33			25			38	37	87	96	8	53

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	31	45	40	19	36	42	24	44	74	100	93	28
SWD	14	38	46	16	32	36	5	24				
ELL	25	47	42	14	31	41	19	27				28
AMI												
ASN												
BLK	29	44	38	18	34	40	22	41	68	100	90	28
HSP	50	54		41	45		54	80				
MUL												
PAC												
WHT												
FRL	32	46	42	20	36	41	25	44	70	100	93	20

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	31	34	25	17	14	21	21	36	53	100	100	55
SWD	10	21	22	11	17	21	9	10				
ELL	24	38	36	11	14	28	15	35	60			55
AMI												
ASN												
BLK	29	33	24	16	14	21	19	34	49	100	100	53
HSP	50	48		33	13							
MUL												
PAC												
WHT												
FRL	30	34	23	17	13	17	22	32	51	100	100	50

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	73%	49%	24%	50%	23%
07	2023 - Spring	20%	49%	-29%	47%	-27%
08	2023 - Spring	31%	49%	-18%	47%	-16%
09	2023 - Spring	70%	49%	21%	48%	22%
06	2023 - Spring	26%	50%	-24%	47%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	27%	54%	-27%	54%	-27%
07	2023 - Spring	15%	51%	-36%	48%	-33%
08	2023 - Spring	21%	46%	-25%	55%	-34%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	15%	38%	-23%	44%	-29%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	48%	22%	50%	20%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	55%	46%	9%	48%	7%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	89%	63%	26%	63%	26%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	28%	64%	-36%	66%	-38%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	62%	25%	63%	24%

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 greatest need for improvement based off state 2023 state assessments is Science 8th Grade Achievement, reporting 15% proficiency. Students enrolled in 8th grade science are all level 1 and level 2 struggling readers. High achieving students are enrolled in Biology and take the End of Course Assessments. Teachers would require additional supports with pacing, infusing reading strategies within curriculum, professional development in content area. Many students are still recovering from the lagging effects of COVID regression when these students were in 5th grade - many did not get assessed and failed to return for 6th grade.

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

The greatest need for improvement based off 2023 state assessments in Social Studies (specifically Civics) reporting a decline from overall 44% to 39%. Contributing factors to this need for improvement include low reporting data on formative assessments. New actions that will be taken to address this need for improvement will be creating extra learning opportunities facilitated by the Civics teachers, individualized instruction for students during class, and establishing high expectations for all students. Additional district support will be needed.

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.

When compared to district data, Civics state assessment results had a 36% gap. A combination of factors could be attributed for this decline including a change in faculty and sporadic district support. Additionally, teachers required more opportunities for professional learning and exposure to standards-based resources.

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

The content area that showed the greatest increase on the state assessment was overall science increased from 24% to 36%. This included the Biology students' proficiency. This was indicative of focused teaching, district support and tutoring opportunities.

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

Base on the Early Warning Systems data, our school leadership team will focus on reducing 8th grade retention and reducing 8th grade level 1 proficiency.

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

Our highest priorities for school improvement for the school year 2023-2024 include building our culture of caring and learning, providing opportunities for parent engagement, improving civics, math and science proficiency levels on state assessments in June 2024.

Area of Focus

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

#1. Instructional Practice specifically relating to Math**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.

Based on 2023 data, Math proficiency achievement increased by 8% points to 27% for students in grades 6 through 10. Due to a new state assessment, learning gains were not measured in 2023.

Measurable Outcome:

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

By May 2024, math achievement will increase by 3% as measured by the F.A.S.T. Assessment, Algebra EOC and Geometry EOC.

Monitoring:

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

This Area of Focus will be monitored throughout the year through data chats with students, teachers, and administration. This will allow for continuous improvement, strategic instructional planning, and individualized instruction for all students.

Person responsible for monitoring outcome:

Keisha Maxwell (kmaxwell@browardschools.com)

Evidence-based Intervention:

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

The evidence-based intervention being implemented for this Area of Focus will be weekly teacher-led Professional Learning Communities, providing additional opportunities for parental involvement, and a focus on data analysis.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting teacher-led Professional Learning Communities will create collaboration amongst teachers to plan for individualized instruction. Data analysis will allow for continuous progress monitoring and parental involvement will increase and support student achievement .

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.

Increase opportunities for teachers to plan for content driven instruction as well as data analysis through documented minutes for each Professional Learning Community.

Person Responsible: Keisha Maxwell (kmaxwell@browardschools.com)

By When: Ongoing thru May of 2024

Provide additional math professional development opportunities via Math Department Head and District Secondary Math Support (includes three new Math teachers, coupled with new textbooks).

Person Responsible: Jean Galiotte (jean.galiotte@browardschools.com)

By When: Ongoing thru May of 2024

Conduct teacher and student math data chats following each FAST Progress Monitoring test administration to gauge pacing of curriculum, level of understanding, growth and progress towards goals.

Person Responsible: Keisha Maxwell (kmaxwell@browardschools.com)

By When: Ongoing thru May of 2024

Provide Extended Learning Opportunities (ELOs) for students led by certified math teachers throughout the school year in the format of before school, after school, Saturday camp or pull out during the day.

Person Responsible: Keisha Maxwell (kmaxwell@browardschools.com)

By When: Ongoing thru June 2024

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

This area was identified as a crucial need, because based on the 2023 data, ELA Overall Achievement was 30% proficiency, which was a decrease of 1% from the prior year.

Measurable Outcome:

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

By May 2024, overall student ELA Achievement in grades 6-10 will increase by 3% as measured by the F.A.S.T. Assessment.

Monitoring:

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

This area of focus will be monitored for the desired outcome throughout the year through data chats with students, teachers, and administration. Formative and summative assessments will also be administered three times throughout the school year to maintain continuous improvement through analysis of data.

Person responsible for monitoring outcome:

Shannon Burch (shannon.burch@browardschools.com)

Evidence-based Intervention:

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

The evidence-based strategy being implemented for this Area of Focus include data chats during Professional Learning Communities with a focus on current data analysis. All Professional Learning Communities will be facilitated with fidelity, ensuring teachers are sharing instructional BEST practices to increase and impact student achievement, differentiated instruction, and promote parental involvement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting data analysis allows for increased opportunities for students to perform on their instructional level through differentiated instruction. Data analysis will also allow for teachers and parents to stay abreast of students' academic level and progress.

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.

The literacy coach will conduct pull-outs/push-ins to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. This will ensure all students are provided extended learning opportunities.

Person Responsible: Shannon Burch (shannon.burch@browardschools.com)

By When: Ongoing thru May of 2024.

Teachers will continually collaborate via scheduled Professional Learning Community meetings facilitated by Department Head and/or District Instructional Specialist support.

Person Responsible: Makeda Singleton (makeda.singleton@browardschools.com)

By When: Ongoing thru May of 2024.

Extended Learning Opportunities will be provide to targeted group of students to monitor progress on ELA state standards on areas identified on F.A.S.T ELA PM assessments.

Person Responsible: Shannon Burch (shannon.burch@browardschools.com)

By When: Ongoing thru May of 2024.

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

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

This area was identified as a crucial need, because it is vital for student achievement to have continuous growth. Based on the 2023 assessment data, the Science Achievement level is 36%, a 12% increase from the 2022 school year. We want to keep rising.

Measurable Outcome:

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

By May 2024, science achievement will increase by 3% as measured by the State Science Assessment and Biology EOC combined.

Monitoring:

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

This Area of Focus will be monitored for the desired outcome through data chats with students, administration, and teachers. It will also be monitored through formative and summative assessments, enforcing continuous improvement for all stakeholders.

Person responsible for monitoring outcome:

Keisha Maxwell (kmaxwell@browardschools.com)

Evidence-based Intervention:

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

The evidence-based intervention being implemented for this Area Of Focus includes Professional Learning Communities, all teacher-led. All Professional Learning Communities will be facilitated with fidelity, ensuring teachers are sharing instructional practices to increase and impact student achievement. Additionally, Lauderhill 6-12 STEM-MED Magnet School will focus on the pacing calendar, which will ultimately provide maximum instruction for all students to meet or exceed proficiency levels. The science department will also attend specific and deliberate professional development workshops that are designed to increase teacher efficacy, instructional practices, and increase student achievement on all formative and summative assessments. All new educators in the department will be provided support through the District and school.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on the needs of Lauderhill 6-12 STEM-MED Magnet School, it is critical that all teachers are equipped with the tools necessary to provide individualized instruction. We are committed to teach the whole child, ensuring all students are proficient in all content areas. Additionally, with a focus on increasing student outcomes, all students will stay abreast of their progress throughout the year with data chats with administration and teachers.

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.

Using datasheets, students, teachers, and administration will continue to monitor the progress of all students via data chats with teachers. Adjust scheduling to meet the needs of students as reflected by the SSA scores or teacher recommendation.

Person Responsible: Keisha Maxwell (kmaxwell@browardschools.com)

By When: Ongoing thru May of 2024.

Teachers will review and make lesson adjustments with regular attendance at Professional Learning Community meetings as facilitated by Science Department Chair.

Person Responsible: Renee Barnett (renee.barnett@browardsschools.com)

By When: Ongoing thru May of 2024.

Students in Biology Honors, 8th grade science and 7th grade GEARS 2 (Accelerated Comprehensive Science 2) targeted for SSA proficiency will receive Extended Learning Opportunity Saturday camp, before or after school by certified science teachers.

Person Responsible: Keisha Maxwell (kmaxwell@browardschools.com)

By When: Ongoing thru May of 2024.

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**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.

Based on ESSA Federal Percent of Points Index, this is an area of need. Student with Disabilities (SWD) subgroup level for 2022 at 26% and English Language Learner (ELL) subgroup at 30% where both subgroups are below 41% for three (3) consecutive years.

Measurable Outcome:

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

By May 2024, SWD and ELL students will increase ELA proficiency by 3% as measured by the F.A.S.T Assessment.

Monitoring:

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

This area of focus will be monitored for the desired outcome through data chats with students, administration and teachers. Additionally, formative assessments and CPST meetings will take place.

Person responsible for monitoring outcome:

Shannon Burch (shannon.burch@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 evidenced-based intervention being implemented for this Area of Focus includes Professional Learning Communities facilitated by Response to Intervention (RtI) Coordinator. This will ensure best practices will be shared with fidelity. Additionally, the ESE Specialist will work directly with all stakeholders to ensure all students are proficient through facilitating parent meetings, family nights, and intervention meetings.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on the needs of the school, teachers must be equipped with the necessary tools to ensure student growth and success. This will also transfer into supporting standards-based instructional practice.

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.

Using data pulled from MTSS/RtI database, RtI team and teachers will be able to monitor students and provide academic supports for targeted students in SWD and ELL subgroups.

Person Responsible: Shannon Burch (shannon.burch@browardschools.com)

By When: Ongoing thru May of 2024

Provide targeted instruction and support to targeted SWD and ELL subgroup via before or after school Extended Learning Opportunity program(s).

Person Responsible: Shannon Burch (shannon.burch@browardschools.com)

By When: Ongoing thru May of 2024

Teachers and administrators will attend CPST/Rtl meetings to monitor student progress and identify interventions, strengths, needs and resources for student achievement.

Person Responsible: Leslie Farr (lfarr@browardschools.com)

By When: Ongoing thru May of 2024

#5. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

At Lauderhill 6-12, for three consecutive years, the Students With Disabilities (SWD) subgroup has been one of the low-performing subgroups. This may be indicative of having low teacher retention rates in Exceptional Student Education (ESE). Building a positive school culture and environment with SWD is vital for the purpose of increasing academic performance. Retaining teachers that SWD recognize from year to year allows for the students to feel comfortable with the instruction. The ESE Specialist and ESE Facilitator will provide Professional Learning to teachers throughout the school year as a means to support and provide assistance as needed.

Measurable Outcome:

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

By May 2024, SWD achievement will increase by 2% as measured by the F.A.S.T. Assessments.

Monitoring:

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

This Area of Focus will be monitored for the desired outcome through data chats with students, administration, and teachers. It will also be monitored through formative and summative assessments, enforcing continuous improvement for all stakeholders.

Person responsible for monitoring outcome:

Frances Cubano (frances.cubano@browardschools.com)

Evidence-based Intervention:

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

The evidence-based strategy being implemented for this Area of Focus include data chats during Professional Learning Communities with a focus on current data analysis. All Professional Learning Communities will be facilitated with fidelity, ensuring teachers are sharing instructional BEST practices to increase and impact student achievement, differentiated instruction, and promote parental involvement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on the needs of Lauderhill 6-12 STEM-MED Magnet School, it is critical that all teachers are equipped with the tools necessary to provide individualized instruction. We are committed to teach the whole child, ensuring all students are proficient in all content areas. Additionally, with a focus on increasing student outcomes, all students will stay abreast of their progress throughout the year with data chats with administration and teachers.

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.

Using teacher PD attendance data, the leadership team will be able to support professional learning as it relates to SWD and ways to track students thereby leading to an increase student engagement and learning gains.

Person Responsible: Shannon Burch (shannon.burch@browardschools.com)

By When: Ongoing thru May 2024

The ESE Specialist and Support Facilitator will provide quarterly update to faculty and staff regarding specific SWD students receiving additional services.

Person Responsible: Frances Cubano (frances.cubano@browardschools.com)

By When: Ongoing thru June 2024

CSI, TSI and ATSI Resource Review

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

At Lauderhill 6-12, the process used to review school improvement funding allocation is completed through monthly School Advisory Council (SAC) meetings. SAC meetings are advertised, in advance, in a plethora of ways, via email, text, phone, and school website, to reach all stakeholders. Voting date, time, and location is advertised to all stakeholders and SAC members. During the SAC meeting, the school improvement budget is displayed, highlighting the remaining balance (if any) from the previous year, along with the display of the current SIP allocation. The majority of the SIP budget covers Extended Learning Opportunity (ELO) tutoring for before and after school- providing additional support to students in content areas of critical need (Civics/Math/ELA/Science). SIP funding is also utilized for professional development for teachers, and for the purchase of District approved supplemental programs and incentives for student academic achievement.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage* where the SIP is made publicly available.

At Lauderhill 6-12, the methods used to disseminate the SIP and SWP to all stakeholders are through advertised monthly SAC meetings, the school website (<https://www.browardschools.com/lauderhill612>), school newsletter, as well as parent links (email, text, and phone calls home). During each SAC meeting, the school SIP and student progress is reviewed with stakeholders. Over the course of the year, student progress is monitored three times, (PM1, PM2, PM3), through the administration of the FAST test. Data collected from each PM is reviewed and analyzed. Then, our FAST data is shared with stakeholders, highlighting areas of strengths and weaknesses. Changes are recorded on the SIP showcasing a plan of

action for student enrichment as well as the closing of achievement gaps to ensure student and teacher continuous improvement.

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

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

When we foster, promote, build, and sustain positive relationships with our parents, families, and community stakeholders, our students' grades increase, attendance and engagement increases, more students achieve higher qualifications on assessments, and lower discipline incidences. As a means to build positive relationships with our students and families and fulfill the school's mission, Lauderhill 6-12 hosts a plethora of academic events that boosts school academics, culture, and morale. Teachers, students, and stakeholders are invited to Magnet Nights, Open Houses, Cambridge Nights, FAFSA Nights, Tastes of Caribbean, Piano Recitals, Drumline Showcase, and Fall Family Festivals, to name a few.

Our Family Engagement Plan is available to all stakeholders in the District School Improvement Plan as well as on the school website (<https://www.browardschools.com/lauderhill612>).

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

One way Lauderhill 6-12 plans to strengthen the use of our academic programs to increase the amount and quality of student learning time is by initiating our ELO before school tutoring, after school tutoring, enrichment and accelerated programs earlier in the school year, as well as during school day, and some Saturdays.

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

This School Improvement Plan follows all state and local guidelines and was developed in collaboration with school stakeholders and the School Advisory Council.