

Broward County Public Schools

Piper High School



2023-24

Schoolwide Improvement Plan (SIP)

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Piper High School

8000 NW 44TH ST, Lauderdale, FL 33351

[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 Piper faculty and staff community follow a continuous improvement model in teaching, learning, safety, and security. Through Professional Development, mentoring opportunities, peer-to-peer support, and district-supported professional development, teachers and administrators continue to improve their practice to better serve the academic and social-emotional needs of the diverse Piper student population.

Provide the school's vision statement.

"We, the Piper High School Community, recognize the needs of our diverse population and are committed to ensuring that all students receive a quality education within a safe and secure environment." Educating today's students to succeed in tomorrow's world.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|---------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hautigan , Marie | Principal | The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. |
| Kothe, Patrick | Assistant Principal | The role of an assistant principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities |
| Tyson , Amanee | Assistant Principal | The role of an assistant principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities |

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 process to include stakeholders in the SIP development is as follows:

Once the stakeholders are identified, they are invited to participate in completing the SIP development process. This is done through email communication and meeting forums such as the School Advisory Committee (SAC) and School Advisory Forum (SAF). Core teachers and school leaders are asked to provide their input regarding school achievement and data for their corresponding subject. Parents, business, and community leaders are asked for feedback through surveys and/or questionnaires the school gives. The input gathered from the stakeholders is then analyzed to identify common themes, concerns, and suggestions. This information can be used to guide the development of the SIP. Based on the stakeholder input, the school improvement plan is developed. The plan includes specific goals, objectives, strategies, and action steps aligned with the school's vision, mission, and core values. The SIP is then shared with all stakeholders during SAC meetings, and feedback is sought. The plan is then revised based on the feedback received to ensure that it is representative of the needs and priorities of

all stakeholders. Once the plan is developed, it is implemented, and progress is monitored regularly to ensure that it is effective and achieves the desired outcomes. Adjustments can be made to meet the school's goals and objectives better.

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))

Teachers will receive professional development opportunities for progress monitoring and effective strategies for closing the achievement gap. Teachers will focus on accelerated learning to support and challenge students before, during, and after each lesson to ensure they move towards meeting or exceeding grade-level expectations.

School officials will continue to provide after-school tutoring to address students' deficiencies in core content areas. We will also identify evidence-based interventions to ensure students own their learning through self-efficacy and self-esteem in rigorous classrooms and after-school programs. Additionally, a focus will be on monitoring Social and emotional indicators exhibited by students that hinder learning in and out of the school.

Students will be highlighted during Academic & Curriculum Night, Guidance PSAT/SAT support, Parent Night, Student Achievement Celebration, and Student and Teacher of the Month hosted by the City of Sunrise. Parents of SAC, SAF, and PTSA will volunteer to assist and ensure the success of community and family engagement.

Revisions of the plan to ensure continuous improvement are as follows:

1. Measure progress: The school should regularly measure progress towards its goals and objectives. This will be done by analyzing student achievement data, conducting surveys, monitoring attendance rates, and tracking teacher and staff professional development.
2. Identify areas for improvement: Based on the analysis of progress data, stakeholders will meet to identify areas that need improvement. This may involve revising the SIP's goals, objectives, strategies, and action steps.
3. Seek input from stakeholders: The school will seek information from stakeholders in the form of monthly meetings such as SAC/SAF/ and PTA meetings, including teachers, staff, parents, business and community stakeholders, in addition to students, to gain feedback and insights on what areas need improvement and what changes should be made to the SIP.
4. Revise the SIP: Based on the feedback and analysis of progress data, we will revise the SIP as necessary. This may involve changing goals, objectives, strategies, and action steps.
5. Communicate changes: We will communicate any revisions to the SIP to stakeholders to keep them informed and ensure everyone is on the same page.
6. Implement changes: Once the SIP has been revised, it will be implemented. Stakeholders and administration will monitor progress towards the revised goals and objectives to ensure that the changes made are effective.

Demographic Data

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

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2023-24 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 9-12 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2022-23 Title I School Status | No |
| 2022-23 Minority Rate | 92% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 86% |
| Charter School | No |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | ATSI |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: C 2019-20: C 2018-19: C 2017-18: C |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

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

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 38 | 50 | 50 | 37 | 52 | 51 | 35 | | |
| ELA Learning Gains | | | | 56 | | | 39 | | |
| ELA Lowest 25th Percentile | | | | 50 | | | 34 | | |
| Math Achievement* | 21 | 36 | 38 | 18 | 41 | 38 | 11 | | |
| Math Learning Gains | | | | 41 | | | 16 | | |
| Math Lowest 25th Percentile | | | | 60 | | | 28 | | |
| Science Achievement* | 48 | 60 | 64 | 40 | 35 | 40 | 42 | | |
| Social Studies Achievement* | 53 | 66 | 66 | 55 | 51 | 48 | 53 | | |
| Middle School Acceleration | | | | | 50 | 44 | | | |
| Graduation Rate | 96 | 90 | 89 | 99 | 54 | 61 | 98 | | |
| College and Career Acceleration | 51 | 61 | 65 | 55 | 66 | 67 | 47 | | |
| ELP Progress | 47 | 50 | 45 | 48 | | | | | |

* 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 | 51 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 354 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 96 |
| Graduation Rate | 96 |

| 2021-22 ESSA Federal Index | |
|--------------------------------------|------|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 51 |

| 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 | 559 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 96 |
| 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 | 32 | Yes | 4 | |
| ELL | 45 | | | |
| AMI | | | | |
| ASN | 82 | | | |
| BLK | 48 | | | |
| HSP | 53 | | | |
| MUL | 65 | | | |
| PAC | | | | |
| WHT | 63 | | | |
| FRL | 46 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|-------------------------------------------------------|-------------------------------------------------------|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 39 | Yes | 3 | |
| ELL | 48 | | | |
| AMI | | | | |
| ASN | 61 | | | |
| BLK | 49 | | | |
| HSP | 54 | | | |

| 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 | 59 | | | |
| PAC | | | | |
| WHT | 58 | | | |
| FRL | 50 | | | |

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 | 38 | | | 21 | | | 48 | 53 | | 96 | 51 | 47 |
| SWD | 20 | | | 10 | | | 22 | 26 | | 14 | 6 | |
| ELL | 28 | | | 22 | | | 48 | 19 | | 59 | 7 | 47 |
| AMI | | | | | | | | | | | | |
| ASN | 80 | | | | | | | | | 67 | 3 | |
| BLK | 35 | | | 19 | | | 44 | 49 | | 46 | 7 | 50 |
| HSP | 41 | | | 26 | | | 53 | 57 | | 53 | 7 | 47 |
| MUL | 40 | | | 35 | | | | 85 | | 67 | 5 | |
| PAC | | | | | | | | | | | | |
| WHT | 47 | | | 24 | | | 61 | 68 | | 76 | 6 | |
| FRL | 34 | | | 18 | | | 40 | 47 | | 46 | 7 | 42 |

| 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 | 37 | 56 | 50 | 18 | 41 | 60 | 40 | 55 | | 99 | 55 | 48 |
| SWD | 21 | 42 | 39 | 17 | 38 | 55 | 24 | 29 | | 100 | 29 | |
| ELL | 19 | 51 | 44 | 19 | 48 | 62 | 35 | 41 | | 100 | 62 | 48 |
| AMI | | | | | | | | | | | | |
| ASN | 58 | 67 | | | | | | 57 | | | | |

| 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|------------------------------------------------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2020-21 | C & C Accel 2020-21 | ELP Progress |
| BLK | 33 | 55 | 51 | 17 | 39 | 57 | 37 | 52 | | 99 | 51 | 47 |
| HSP | 41 | 58 | 46 | 22 | 43 | 68 | 44 | 55 | | 100 | 67 | 45 |
| MUL | 48 | 80 | | 9 | | | | | | 100 | 57 | |
| PAC | | | | | | | | | | | | |
| WHT | 55 | 53 | | 28 | 46 | | 57 | 70 | | 100 | 57 | |
| FRL | 34 | 57 | 53 | 19 | 43 | 60 | 41 | 50 | | 100 | 53 | 44 |

| 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 | 35 | 39 | 34 | 11 | 16 | 28 | 42 | 53 | | 98 | 47 | |
| SWD | 20 | 32 | 24 | 13 | 19 | 26 | 31 | 31 | | 100 | 20 | |
| ELL | 16 | 47 | 43 | 8 | 21 | 35 | 29 | 27 | | 100 | 65 | |
| AMI | | | | | | | | | | | | |
| ASN | 45 | 40 | | 7 | 0 | | | 60 | | 100 | 85 | |
| BLK | 32 | 35 | 29 | 10 | 16 | 29 | 38 | 49 | | 98 | 41 | |
| HSP | 40 | 46 | 45 | 17 | 15 | 24 | 44 | 55 | | 99 | 56 | |
| MUL | 57 | 42 | | 25 | 10 | | | 80 | | 95 | 44 | |
| PAC | | | | | | | | | | | | |
| WHT | 49 | 61 | 60 | 19 | 22 | | 68 | 85 | | 89 | 63 | |
| FRL | 31 | 36 | 32 | 10 | 17 | 33 | 37 | 46 | | 98 | 43 | |

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 | 39% | 49% | -10% | 50% | -11% |
| 09 | 2023 - Spring | 38% | 49% | -11% | 48% | -10% |

| ALGEBRA | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 26% | 48% | -22% | 50% | -24% |

| GEOMETRY | | | | | | |
|----------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 22% | 46% | -24% | 48% | -26% |

| BIOLOGY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 47% | 63% | -16% | 63% | -16% |

| HISTORY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 51% | 62% | -11% | 63% | -12% |

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.

Piper data showed that:

- 34% of 9th grade ELA students scored a level 3 or higher in 2021, a 1% increase in 2022
- 35% of 10th-grade ELA students scored a level 3 or higher in 2021, a 2% increase in 2022
- 10% of Alg. 1 students scored level 3 or higher in 2021, an 11% increase from 2022
- 13% of Geometry students scored a level 3 or higher, a 1% increase from 2022
- 53% of US History students scored a level 3 or higher in 2021, a 2% increase from 2022
- 42% of Biology students scored a level 3 or higher in 2021, a 2% decrease from 2022
- In 2021, the Economically Disadvantaged subgroup's percentage of points was 38%, and in 2022, the percent of points were 51%
- In 2021, the Students with Disability (SWD) subgroup's percentage of points was 32%, and in 2022 the percent of points was 39%
- In 2021, the English Language Learners (ELL) subgroup's percentage of points was 39%, and in 2022, the

percent of points was 48%

Contributing factors that can be attributed to this data are student attendance, staff shortage, and qualified teachers to teach core subjects.

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

Math (18%) proficiency & ELA (37%) Achievement demonstrated the greatest need for improvement. A factor that contributed to the math decline is the lack of resources and intrinsic motivation from students, as well as the shortage in staffing of qualified teachers.

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.

Contributing factors were students not mastering the EOC and FAST standards. ELL students showed the most significant gap in the tests mentioned above; language contributed to this gap. ELL students are still in the process of learning the English language. Therefore, their language acquisition contributes to the learning gap.

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

Performance scores increased for Black students by 38% in 2021 and 49% in 2022. Performance scores increased for Hispanic students to 44% in 2021 and grew to 54% in 2022. New actions taken consist of monthly data chats between teachers and administration, also providing push-in and pull-out services for the identified students.

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.

ESSA Subgroup specifically relating to Students with Disabilities
Creating a culture of achievement amongst our ELL subgroup
Increasing Rigor throughout all content areas

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.

In 2021, the Students with Disability (SWD) subgroup's Federal Percent of Points Index was 32%. This was evident from the 2022 FSA. In 2022, the percentage of points proficiency increased to 39%. However, according to the 2023 FAST PM3 data, the SWD subgroup is still significantly underperforming compared to general education students. This rationale has caused intervention and enrichment services for our SWD students.

Measurable Outcome:

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

By June 2024, the Federal Percent of Points Index for Students with Disabilities will increase from 39% to 40% or higher by the end of the school year and as demonstrated on the ELA FAST PM3 results.

Monitoring:

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

FAST and EOC assessment scores will be monitored closely to assess students' thinking, academic growth, and learning gaps.

Person responsible for monitoring outcome:

Patrick Kothe (patrick.kothe@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.)

Teachers will focus on accelerated learning to support and challenge students before, during, and after each lesson to ensure they move towards meeting or exceeding grade-level expectations. Students will receive Tier 3 instruction and pull-outs to offer intervention and remediation services on the identified standards.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Effective accelerated learning attends to the social-emotional and academic needs of students. Teachers can provide high-quality instruction to increase relevancy and meaningful adapted lessons.

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 action steps are as follows:

1. Increase teachers' knowledge and understanding of accelerated learning to build students' self-efficacy through Professional Learning Community discussions.
2. Assess the SWD population on targeted standards to determine baseline data.
3. Teachers will have data chats with students and have follow-up discussions with the department chair

and administrator.

4. Teachers will plan instruction and remediation activities around data segregation.

Person Responsible: Amanee Tyson (amanee.tyson@browardschools.com)

By When: Ongoing thru June of 2024

#2. Positive Culture and Environment specifically relating to Other

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.

Our ELL subgroup has significantly underperformed on the 2023 FAST PM3 assessment. A crucial need for ELL students is to perform as a cohort to ensure all ELLs receive inclusive instruction designed around the SIOP instruction model.

Measurable Outcome:

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

By June 2024, the Federal Percent of Points Index for ELLs will increase from 23% to 28% or higher by the end of the school year as demonstrated on the 2024 FAST PM3 results.

Monitoring:

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

FAST, FSA Retakes and EOC assessment scores will be monitored closely to assess students' thinking, academic growth, and learning gaps.

Person responsible for monitoring outcome:

Patrick Kothe (patrick.kothe@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.)

Teachers will focus on the SIOP instruction learning model to support and challenge students before, during, and after each lesson to ensure they move towards meeting or exceeding grade-level expectations.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The SIOP teaching strategy provides students with English instruction but allows students to activate prior knowledge, and pictures to understand instruction in the English language while using Sheltered Instruction Observation Protocol.

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. Increase teachers' knowledge and understanding of accelerated learning to build students' self-efficacy through Professional Learning Community discussions.
2. Provide ELL students with a baseline assessment to determine weaknesses and strengths.
3. Plan instruction of targeted standards using the SIOP instruction model to assist students in remediation.
4. Provide follow-up support to teachers through classroom visits and departmental meetings.
5. Teachers will have data chats with students and have

6. Teachers will conduct follow-up discussions with the department chair and administrator.
7. Teachers will plan instruction and monitor the effectiveness of the SIOIP strategy to adjust instruction as needed.

Person Responsible: Amanee Tyson (amanee.tyson@browardschools.com)

By When: Ongoing thru June of 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).

1. Identify Various Funding Sources: The first step involves identifying all the funding sources available to the school. This includes grants, state and federal funding, and other external or internal funding forms.
2. Analysis of School Needs: Once the funding sources have been identified, the next step is determining the school's needs. This includes reviewing test scores, student demographics, teacher qualifications, and other relevant data.
3. Prioritization of Needs: Once the needs have been identified, they must be prioritized according to the level of urgency and importance. This ensures that the critical needs are addressed first.
4. Develop Funding Criteria: Specific funding criteria must be developed to determine which programs will receive the funds after prioritizing the needs. The funding criteria will vary depending on the school's needs, budget, and goals.
5. Solicit Proposals: The school administration should solicit proposals from various departments, teachers, and support staff to find the best solutions to address the identified needs.
6. Evaluate Proposals: Once the proposals are submitted, the school needs to evaluate them against the funding criteria and ensure they meet the school's specific needs.
7. Allocate Resources: After an evaluation, the proposals that best align with the school's priorities should be funded, with resources allocated based on their specific needs.
8. Monitor Progress: The school should monitor and evaluate the progress periodically to ensure that the allocated resources are utilized efficiently and that desired results are achieved.
9. Adjustments and Revisions: Based on monitoring and evaluation of progress, adjustments, and revisions need to be made, if necessary, to ensure that the needs are met and funds are spent effectively.
10. Reporting: The school should report consistently on the progress and outcomes achieved due to funding allocation to demonstrate the accountability of school leadership and transparency in the allocation process to stakeholders through emails and monthly meetings such as SAC.