

Broward County Public Schools

# J. P. Taravella High School



2023-24

Schoolwide Improvement Plan (SIP)

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# J. P. Taravella High School

10600 RIVERSIDE DR, Coral Springs, FL 33071

[ 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.**

Building relationships to make lasting impressions while motivating, educating, and graduating our students.

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

To prepare students to be college and career ready.

### 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
De Armas, Marietta	Principal	<p>Administrative and instructional leadership, Organizational leadership, professional and ethical leadership</p> <p>Provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data.</p>
Crossman, Christopher	Assistant Principal	<ol style="list-style-type: none"> <li>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</li> <li>2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum(SAF).</li> <li>3. Assist in achieving expected results on the school's student learning goals.</li> <li>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</li> <li>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</li> <li>6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</li> <li>7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff.</li> <li>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</li> <li>9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement.</li> <li>10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. 12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.

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

Name	Position Title	Job Duties and Responsibilities
		<p>improvement process with the School Advisory Council (SAC) and School Advisory Forum(SAF).</p> <ol style="list-style-type: none"> <li>3. Assist in achieving expected results on the school's student learning goals.</li> <li>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</li> <li>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</li> <li>6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</li> <li>7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff.</li> <li>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</li> <li>9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement.</li> <li>10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</li> <li>11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.</li> <li>12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</li> <li>13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.</li> </ol>
Moten, Semetria	Behavior Specialist	<p>Assist the administration and staff to develop and implement a school-wide behavior management system.</p> <ul style="list-style-type: none"> <li>• Assist in the identification of students eligible for services provided by the Teacher, Behavioral Support.</li> <li>• Assist in the development and implementation of individual student behavior plans.</li> <li>• Provide affective support for students, parents, families and school staff.</li> </ul>
Douzable, Wencesls	Behavior Specialist	<p>Assist the administration and staff to develop and implement a school-wide behavior management system.</p> <ul style="list-style-type: none"> <li>• Assist in the identification of students eligible for services provided by the Teacher, Behavioral Support.</li> <li>• Assist in the development and implementation of individual student behavior plans.</li> <li>• Provide affective support for students, parents, families and school staff.</li> </ul>

Name	Position Title	Job Duties and Responsibilities
Calean, Kristen	Administrative Support	Develop, implement, and monitor assessment procedures and services for national, state, and local assessments to ensure school-based consistency, standardization, and implementation for all students. 2. Oversee the secure storage and handling of standardized assessment materials. 3. Represent the school as the liaison to the district’s Student Assessment and Research Department. 4. Assist with the district Information and Technology (I&T) department and school-based micro-technology specialist to conduct infrastructure tests, student practice sessions, and ensure testing labs meet the requirements of new testing software or updates prior to, during, and after national, state, and local assessments. 5. Train school personnel in administering national, state, and local assessments and provide support to resolve questions arising prior, during, and after testing. 6. Develop, implement, and maintain quality control and security procedures for all national, state, and local assessments

**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.

J.P. Taravella works closely with the School Advisory Council (SAC) to include community and school stakeholders in the development and monitoring of all aspects of our School Improvement Plan. Our SAC discusses priorities and student performance standards that serve as guiding principles for schools during monthly meetings.

**SIP Monitoring**

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

We meet monthly where stakeholders are informed of the progress of the SIP and presented with data. Additionally, we assign a point of contact for every piece of the School Improvement Plan. These individuals regularly attend the Leadership meetings to discuss the progress of the School Improvement Plan.

**Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	80%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	69%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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*	41	50	50	45	52	51	45		
ELA Learning Gains				53			42		
ELA Lowest 25th Percentile				45			37		
Math Achievement*	29	36	38	27	41	38	19		
Math Learning Gains				43			18		
Math Lowest 25th Percentile				49			23		
Science Achievement*	54	60	64	58	35	40	55		
Social Studies Achievement*	67	66	66	69	51	48	58		
Middle School Acceleration					50	44			
Graduation Rate	91	90	89	93	54	61	95		
College and Career Acceleration	48	61	65	44	66	67	54		
ELP Progress	62	50	45	58			51		

\* 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	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	91

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53

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	584
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	93

**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	39	Yes	4	
ELL	47			
AMI				
ASN	64			
BLK	50			
HSP	56			
MUL	59			
PAC				
WHT	64			
FRL	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%
SWD	38	Yes	3	
ELL	49			
AMI				
ASN	57			
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	55			
PAC				
WHT	60			
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	41			29			54	67		91	48	62
SWD	19			13			39	46		27	6	
ELL	16			23			45	66		44	7	62
AMI												
ASN	42			43			50	76		82	6	
BLK	38			25			48	62		36	6	
HSP	39			29			52	68		49	7	62
MUL	41			34			57	80		53	6	
PAC												
WHT	52			36			71	72		58	6	
FRL	37			28			51	62		43	7	65

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	45	53	45	27	43	49	58	69		93	44	58
SWD	25	46	38	15	36	46	31	32		91	18	
ELL	25	49	55	27	45	55	57	43		82	47	59
AMI												
ASN	38	35		38	40		64	86		100	56	

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	42	52	43	20	42	50	50	67		94	33	
HSP	45	54	51	28	42	52	58	65		90	47	59
MUL	55	62		24	25		58	71		100	46	
PAC												
WHT	56	57	41	42	52	56	74	75		94	55	
FRL	41	51	42	21	39	48	53	66		93	41	60

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	45	42	37	19	18	23	55	58		95	54	51
SWD	13	29	35	13	20	21	25	34		95	24	
ELL	20	43	49	19	22	28	26	28		88	59	51
AMI												
ASN	60	58		29	26		59	86		97	74	
BLK	39	40	38	13	18	23	51	48		96	42	
HSP	44	40	34	20	18	23	57	57		91	53	59
MUL	43	27		21	13		60	73		100	69	
PAC												
WHT	56	46	48	29	18	21	59	68		96	66	50
FRL	41	39	37	15	17	25	51	47		94	46	52

**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	40%	49%	-9%	50%	-10%
09	2023 - Spring	42%	49%	-7%	48%	-6%



ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	33%	48%	-15%	50%	-17%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	25%	46%	-21%	48%	-23%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	63%	-10%	63%	-10%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	62%	3%	63%	2%

### III. Planning for Improvement

**Data Analysis/Reflection**  
 Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

There were no distinct trend among grade level. However the White subgroup performed significantly better overall than the other subgroups. The Hispanic group performed better on the ELA than the Black group. While the black group performed better than the Hispanic group in Mathematics. Overall the students performed better in Science and Social Studies than they do in ELA and Mathematics.

- Overall proficiency for ELA- 41%
- Overall Proficiency for Math- 31%
- Overall proficiency for Science/ Biology- 52%
- overall proficiency for Social Studies- 65%

According to the 2022 data dashboard, our 45% of our Hispanic student population were proficient in ELA and 28% were proficient in math. 56% of white student were proficient in ELA and 42% in math. Finally, 42% of white student were proficient in ELA and 20% in math. We look forward to analyzing how our subgroups perform after this year, the 2nd administration of the FAST assessments

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

Because this was the first year of the new Progress Monitoring Exams, we are unable to compare our ELA achievement data to prior years. However, we did see a 6% decline in our Science achievement (biology) scores. Biology teachers had to adjust their assessments and data tracking processes due to lack of technology in their classrooms and prior technology programs used. This resulted in a decrease in the biology EOC scores.

**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.**

Student achievement data for the school year 2022-2023, FAST PM (1,2 &3) for ELA and BEST PM (1,2,&3) for Algebra and Geometry show the greatest gap for the ELL and the SWD compared to the state average. The contributing factors to this gap are language barriers and the learning pace for these groups.

JPT scored an overall 9% below the states 10th grade PM3 score of 50%. Our ESE student scored 19% on PM 3 while our 1% of our ELL population scored a 3 or above.

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

Mathematics achievement showed the greatest increase from 27% to 31%. JPT has carefully selected the instructional staff, double block the students for Algebra 1 and provide tutoring for additional support.

**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.**

Instructional Practice Relating to Math  
Instructional Practice in Biology Courses  
Implementation of standards-based instructional strategies.  
Professional development focuses on data implementation.

**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.

Instructional Practice specifically related to Mathematics

Achievement. Mathematics achievement was the lowest tested are at 31%. Our student have scored below the state and district average for nearly 5 years. Its important to focus on the instructional practices of the teachers in these math classes to provide them with the support and resources necessary to close this gap.

**Measurable Outcome:**

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

By June 2024, mathematics achievement proficiency will increase by 5% per the statewide end of year assessments.

**Monitoring:**

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

The teacher will create instructional focus calendars that establish key curriculum benchmarks, pacing, and assessment dates . Teachers will conduct common formative assessment with the geometry and Algebra 1 groups.

**Person responsible for monitoring outcome:**

Christopher Crossman (christopher.crossman@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.)

Systematic and Explicit instruction

Authentic PLC

Common Summative assessment and Data Analysis

These items are pertinent to understanding where our students biggest gaps in regards to the curriculum. Common formative assessments will allow us to compare our students to better differentiate our instruction and provide students with enrichment and remediation. It will also determine the areas students are the strongest and where they need the most improvement. When the teachers know the strengths and weaknesses of their students they can provide them with individualized resources and support necessary.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Systematic and Explicit instruction developed by the PLC maintains consistency and alignment with mathematics standards. Common Summative Assessment and Data Analysis will be used to drive instruction, enrichment and remediation.

**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. Algebra 1 blocked- students have class on each day. This provides students with more enrichment and remediation where needed
2. Establishment of collaborative PLC time for Algebra 1 and Geometry Teachers
3. Collaboration with the literacy coach to implement strategies designed to increase vocabulary acquisition and comprehension skills.
4. Quarterly Assessments (Topic Readiness (Pre) and 3 CFAs per quarter (Post))
5. Full embrace of Savaas/Envision assessment aligned to standards & text for reliability

**Person Responsible:** Christopher Crossman (christopher.crossman@browardschools.com)

**By When:** Ongoing By June 2024

## #2. 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.

Instructional Practice specifically related to SWD.

Our SWD population has historically scored far below the rest of the JPT student population as well as below the state average. On the 2022 data dashboard, 25% of SWD scored a 3 or above on the ELA FSA and 15% on the math FSA.

### Measurable Outcome:

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

By June 2024, US History achievement proficiency will increase by 2% per the statewide end of year assessment.

### Monitoring:

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

Teachers and support facilitators have common PLC time to discuss the progress of SWD population and review needs. This will allow teachers to adjust lesson plans to students individual needs.

### Person responsible for monitoring outcome:

Lashaundra Williams (lashaundra.williams@browardschool.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 teacher and support facilitator will collaboratively work on ensuring that students are assessed regularly for progress.

Based on regular assessments, Remediation and Enrichment will be provided through differentiated instruction to further extend the learning process.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Systematic and Explicit Instruction and an Authentic PLC process has research based evidence to increase student engagement and achievement. The PLC process allows teachers to dig deeper into the data to understand the needs of their students. Then should then translate to a specific and explicit instruction. ,

### 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. Emphasis on ESE student accommodations documented and noted for ALL classroom observations
2. Refresher workshops were provided during planning week
3. Emphasis on Literacy Initiatives and noted in all scheduled classroom observations

4. School-wide Initiatives – Board Configuration, Pinnacle Grading/Assignments, PLCs, etc.
5. Edmentum individualized assignments based on remediation needs
6. Working with ESE Dept./Support Facilitators/Learning Strategies classes as per individual IEPs

**Person Responsible:** Anita Natale (anita.natale@browardschools.com)

**By When:** Ongoing By June 2024

### #3. 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.

JPT has formed various committees to address the needs of our students including behavior and attendance. The school-wide positive behavior committee and attendance committee conduct monthly meetings. Administrators, teachers, and non-instructional staff are members these committees. During monthly meetings data is reviewed and students are addressed. Often the most at risk students identified are paired with staff mentors and are regularly checked in with. Each grade level was assigned staff personnel that mentored the chronic and most severed absent students. As a result we decreased from 10.71 to 10.6% in chronic absenteeism . The average for high schools was 13.4%. Our goal is to decrease severe chronic absenteeism with our school community by June 2024.

Additionally, JPT conducts SAC/PTSO meetings once every month. During these monthly SAC meetings stakeholders are provided information about each departments performance. The principal also informs the stakeholders of the social, emotional and educational status/progress of the staff and students. The committee also address concerns that the stakeholders may present. JPT also utilize several social media platform and website to encourage school spirit and solicit support for the the public at large.

#### Measurable Outcome:

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

By June 2024, JPT will have 70% regular attendees as indicated by attendance data via BASIS.

#### Monitoring:

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

The school-wide positive behavior committee and attendance committee conduct monthly meetings. Administrators, teachers, and non-instructional staff are members these committees. During monthly meetings data is reviewed and students are addressed.

#### Person responsible for monitoring outcome:

Lashaundra Williams (lashaundra.williams@browardschool.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.)

Mentoring programs such as MTL, LIA, Peer counseling and SGA are peer-to-peer mentoring opportunities and student leadership programs that serves youth who are at-risk for not graduating and/or remaining in school.

PASL is a research-based strategy to increase student connectivity to the educational environment, through building relationships to reach those students who might otherwise fall through the cracks. PASL is targeted at our at risk 9th and 10th grade students. PASL teachers complete weekly check in with at risk students to increase attendance and decrease office discipline referrals.

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Mentoring programs have been known to increase student resilience and provide support to students going through transitional life periods. Through mentorship students can create positive relationships and learn problem solving skills.

### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify reliable Life Skills and Wellness Liaison.
2. Create Life skills and wellness action plan that involves rewards and recognition for staff and students.
3. Communicate Character Trait of the Month to staff and students.
4. Communicate "Attendance" challenges Monthly to staff and students.

**Person Responsible:** Lashaundra Williams (lashaundra.williams@browardschool.com)

**By When:** Monthly By June 2024

### **CSI, TSI and ATSI Resource Review**

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

The SAC with the input of all stakeholders and the community discusses and votes on the proposal to review school improvement funding allocations to ensure resources are allocated based on needs.