

Broward County Public Schools

International School Of Broward School



2023-24

Schoolwide Improvement Plan (SIP)

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International School Of Broward

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isbcharterschool.org

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.

MISSION

The International School of Broward (ISB) holds the belief that providing our students with a solid educational foundation is paramount to the development of their intelligence. Within the International School of Broward's academic framework, each student is given the opportunity to acquire the skills, abilities, and attitudes needed to succeed in higher educational settings and beyond. Providing our students with an edifying edge enables them to believe in themselves, to be knowledgeable and cultured and to become great communicators. The International School of Broward strives to continue offering an innovative and comprehensive academic program that adjusts to an ever-changing world and to prepare students to qualify for, and to pursue, career goals that will enrich their lives and benefit society as a whole.

Provide the school's vision statement.

VISION STATEMENT

At the International School of Broward, our vision statement is "Preparing Tomorrow's Global Leaders". Upon graduation from the International School of Broward, each student will have gained the following skills and attributes, which encompass our profile steps of defined success:

- Have a great understanding of the principles of moral reasoning, which promotes integrity, honesty and a sense of fairness and justice.
- Have acquired significant knowledge and the essential skills to conduct purposeful and constructive research. Learning will be viewed as enjoyable and their love of learning will be life-long.
- Apply thinking skills critically and innovatively to make sound decisions and solve complex problems.
- Approach unfamiliar settings or situations calmly with confidence and have the "independence of spirit" to explore new roles, ideas and strategies.
- Show empathy toward the needs and feelings of others. Develop a sense of personal commitment to action and service.
- Respect the beliefs, values and traditions of other individuals and cultures, and seek and consider different points of view.
- Understand and communicate ideas and information effectively in more than one language and via other mediums such as the performing arts.
- Gain access to any university in the world with their US High School Diploma and or French American Baccalaureate (BFA) degree including highly competitive U.S. Colleges and Universities.

ISB aims to provide a comprehensive academic program that helps each child to reach his or her potential, prepare students to function in a competitive global society while fostering their critical thinking skills through meaningful inquiry and rigorous academic engagement. The uniqueness of the International School of Broward enables its students to explore languages and cultures and to become biliterate in English and another language of their choice. The school strives to cultivate the development of the students' character and provide them with a solid foundation that will foster life-long learning. The school emphasizes intercultural understanding, and a thorough knowledge of the 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
Crawford, Henry	Principal	<p>His responsibilities are to develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, hire and evaluate staff and oversee facilities. He further develops safety protocols and emergency response procedures for the school. The principal coordinates and supervises the collection of data and collaborates with the team of educators to plan a comprehensive academic program for all students regardless of their academic, cultural, or economic differences. Dr. Crawford works with students and parents to ensure that their child is on the correct track to graduate. He also will Identifying issues affecting school performance, such as absenteeism, addressing social or behavioral problems, and assist students to develop skills needed for academic success.</p>
		<p>School-based MTSS Contact/Facilitator/Coordinator The MTSS Contact is responsible for attending all CPST meetings, serving as a liaison between school and District. The MTSS Contact disseminates MTSS content, materials, and resources. Scheduling the CPST meetings and inviting all relevant professionals, calling meetings to order, reviewing purposes of meeting, summarizing problem areas and leading groups in problem solving. Additionally, the MTSS Contact supports teachers through the RtI referral process, consults with administration and school staff regarding MTSS needs, and designs the school-wide implementation process, progress monitoring protocols, data collection and data analysis procedures. The MTSS Coordinator works closely with the Principal, Assessment Coordinator, and other staff members; to collect and analyze all data, design strategies to address the needs of the students; as well as communicate with teachers, students, and parents as it relates to outcomes and next steps.</p>
		<p>Early Warning System (EWS) Coordinator The EWS Coordinator receives the data from the Administration as it becomes available. This information is collected and analyzed quarterly to address student indicators that may be impacting student performance. Once problem areas are identified, letters/emails/messages to parents are initiated and the necessary plans are developed to address the needs of student. Ongoing monitoring and communication are provided by the coordinator who provides updates to the Administration at each monthly meeting. The coordinator also serves as the school-based HEART Program Designee and can make referrals if homelessness or any other issue is impacting a student's attendance, school performance or social/emotional status</p>
Walker, Hyacinth	Reading Coach	<p>Literacy Coach - helps design the literacy program for all grade levels to ensure the implementation of all standards-based curricula are implemented with fidelity. The literacy coach works directly with teachers sharing best practices, latest research. The Coach makes sure students are appropriately placed in reading programs according to their needs. The Literacy Coach provides professional and technical support to teachers to make sure they are able to address the needs of all learners using teaching strategies and data collection through progress monitoring. The Assessment Coordinator - manages the development and implementation of a comprehensive program of assessment for the purpose of institutional</p>

Name	Position Title	Job Duties and Responsibilities
		improvements in accordance with accreditation requirements in support of institutional effectiveness. The Assessment Coordinator will work with the faculty, staff and administrators to develop effective strategies for the academic assessment of student learning outcomes at the general education and program levels. The assessment coordinator will provide ongoing support for assessment activities, assist with the analysis of assessment methods and results and report such results to both internal and external stakeholders. The Assessment Coordinator will coordinate the administration, collection, evaluation, and dissemination of all academic, support, and administrative departments. The Assessment Coordinator makes sure that individual student and school-wide data is collected and shared in a meaningful way that allows the classroom teacher and administrative team to make data driven decisions.

Harriott, Michelle	Teacher, ESE	Harriott/Beckford serves as teacher/specialist designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. Coordinate required ESE meetings. Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. Meet with administration regularly and shares data collected in ELLevation and other data to assist with meeting the needs of students
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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.

Monthly SIP meetings are held with SIP committee members who discuss student data, student programs and student needs as it relates to school improvement. Student data is discussed in an effort to develop goals, objectives and strategies/activities to improvement the specific areas identified by the committee.

The committee receives parent and student input through various survey data and anecdotal data collected throughout the school year in an effort to keep students motivated and engaged in the educational process.

Student Government Association is responsible for communicating student needs/concerns through a formal process with the administration. This allows students concerns to be addressed and increase student engagement in the school improvement process.

The administration will design the most effective data driven professional development opportunities for teachers.

The administration will provide the most timely and efficient feedback for teachers to use the student assessment data to reflect on their own practices.

The administration will also inform teachers of assessment data that can be shared with students and parents in a formal data chat that allows students to see their strengths and weaknesses as it relates to practice and improvement.

ESOL and ESE teacher/specialist will participate in progress monitoring data review to ensure individual goals are targeted and the subgroups are making adequate progress according to the progress monitoring data collected monthly and quarterly.

SIP Monitoring

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

The 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. The SIP goals, objectives and activities will be discussed and monitored monthly by the SIP committee, in an effort to review data and make changes as needed. Those students with the greatest needs will (performing below standard, ESE students, ELL's, and other students identified through the Early Warning System, will be targeted for support in their respective areas.

Steps for regular monitoring as follows:

1. Monthly SIP meetings will be held with SIP committee members to review student and schoolwide data
2. The committee will discuss the student assessment data with the classroom teachers. Teachers make informed instructional decisions according to student data shared by committee. (FAST, PM1.2.3, iReady, iXL, etc.)
3. Professional Development sessions will be designed according to the needs identified through examining student data and teacher performance.
4. The school will revise the plan, as necessary, to ensure continuous improvement by reviewing the SIP goals and objectives and comparing the data results that are aligned with the SIP goals.
5. The progress monitoring data will be collected and compared during each assessment period.
6. The activities and strategies outlined in the SIP will be reviewed in the monthly SIP meetings and revised according to the progress monitoring data.
7. The Assessment Coordinator will be responsible for sharing school data and individual teacher data to ensure each teacher understands the status of their students to be able to differentiate instruction to meet the needs of their students.
8. The administration will design an ongoing professional development plan to prepare teachers with tools to instruct, target the needs or deficiencies of learners and support student learning for all subgroups.

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 6-12

Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	87%
2022-23 Economically Disadvantaged (FRL) Rate	18%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	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: I 2019-20: I 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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	1	2	3	
Course failure in Math	0	0	0	0	0	0	0	0	1	1	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	1	3	5	9	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	5	5	10	
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	3	5	9	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	3	4	7

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	3	1	7	
One or more suspensions	0	0	0	0	0	0	0	0	0	1	
Course failure in ELA	0	0	0	0	0	0	0	1	0	3	
Course failure in Math	0	0	0	0	0	0	0	0	1	8	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	2	4	13	
Level 1 on statewide Math assessment	0	0	0	0	0	0	1	3	5	27	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	1	0	3	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	1	0	3

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	3	1	4	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	1	0	1	
Course failure in Math	0	0	0	0	0	0	0	0	1	1	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	2	4	6	
Level 1 on statewide Math assessment	0	0	0	0	0	0	1	3	5	9	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	1	0	1	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	1	0	1

The number of students identified retained:

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

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*	47	50	50	29	52	51	32		
ELA Learning Gains				60			54		
ELA Lowest 25th Percentile									
Math Achievement*	43	36	38	30	41	38	39		
Math Learning Gains				65			48		
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	44	60	64	35	35	40	47		
Social Studies Achievement*	62	66	66	32	51	48	30		
Middle School Acceleration					50	44			
Graduation Rate		90	89	50	54	61	65		
College and Career Acceleration		61	65		66	67	27		
ELP Progress		50	45				60		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	196
Total Components for the Federal Index	4
Percent Tested	88
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	301
Total Components for the Federal Index	7
Percent Tested	70
Graduation Rate	50

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				
ELL				
AMI				
ASN				
BLK	67			
HSP	42			
MUL				
PAC				
WHT				
FRL	63			

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				
ELL				
AMI				
ASN				
BLK	52			
HSP	39	Yes	1	
MUL				
PAC				
WHT				
FRL	51			

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	47			43			44	62				
SWD												
ELL												
AMI												
ASN												
BLK	60			60				80			3	
HSP	45			37			45				3	
MUL												
PAC												
WHT												
FRL	67			58							2	

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	29	60		30	65		35	32		50		
SWD												
ELL												
AMI												
ASN												
BLK	50	50		53	55		50					
HSP	27	60		31								
MUL												
PAC												
WHT												
FRL	37	50		53	67		50					

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	32	54		39	48		47	30		65	27	60
SWD												
ELL												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
AMI												
ASN												
BLK	33			44	60							
HSP	33	58		38	42							
MUL												
PAC												
WHT												
FRL	23	50		33	55					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	38%	49%	-11%	50%	-12%
07	2023 - Spring	33%	49%	-16%	47%	-14%
08	2023 - Spring	43%	49%	-6%	47%	-4%
09	2023 - Spring	54%	49%	5%	48%	6%
06	2023 - Spring	*	50%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	54%	*	54%	*
07	2023 - Spring	42%	51%	-9%	48%	-6%
08	2023 - Spring	43%	46%	-3%	55%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	29%	38%	-9%	44%	-15%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	40%	48%	-8%	50%	-10%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	43%	46%	-3%	48%	-5%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	42%	63%	-21%	63%	-21%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	64%	-14%	66%	-16%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	62%	-9%	63%	-10%

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 reflection in this section is based on the I-Ready and FAST data sources. After analyzing the I-Ready data, the component that showed the lowest performance was Reading Comprehension, as

evidenced by the 39% proficiency among the 6-8 grades students in Informational text, and 32% proficiency among grades 9-12 students in Comprehension of Literature. The FAST data showed a similar trend. In the 6-8 grades, only 11% of the students were proficient in Informational text, and the 9-12 graders showed only 16% proficiency. The data, therefore, highlights a schoolwide reading comprehension deficiency.

There are several factors that may have contributed to the students' low performance in both the reading of informational and literary text in the past school year. I will highlight what I consider to be the four most compelling.

First, students frequently complain about reading long, boring texts, and for the most part, they lack the motivation to spend extended time in reading. This behavior is usually manifested during the test, when students just scroll through and click random answers. This problem is evident in students who, despite having remediation in reading, still perform poorly on tests. In class, they utilize the reading strategies that are taught, they get passing grades on class assignments, but each year their score remains at a level 1 or 2. The reason is, therefore, lack of motivation, boredom, and disinterest.

Secondly, each year new students enter our school with limited reading skills and even oral language deficits. Some of them may be part of the ELL program and need to acquire English language fluency before they master reading comprehension skills. In this case, these students will improve with time and instruction in reading skills and and ESOL strategies.

Thirdly, some of our students have limited vocabulary and lack the skills of morphology that would assist them in unlocking word meanings. As a result, they read the words that they know and omit the unfamiliar words. This strategy does not enhance reading comprehension and leads students to guessing answers and totally missing the meaning of the text. The result, therefore, is poor performance in reading comprehension.

Finally, students do not spend enough time reading. The only time they engage in reading any form of printed material is when they come to school. They spend a lot of time on the computer and telephone; and novels, magazines, textbooks on any subject, have become obsolete. Some students do not spend enough time interacting with printed materials, and this is one of the major reasons for the poor performance in reading and understanding informational texts. The teachers must, therefore, find creative means of motivating students to read, utilize more reading strategies that will enhance comprehension and vocabulary skills.

Teachers must implement the newly adopted ELA /Reading curriculum with fidelity for secondary ELA and intensive reading classes. The undeniable trend is the low performance in reading comprehension schoolwide.

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

The data component that showed the greatest decline from the prior year in I-Ready was Comprehension of Informational Text. In the 2021-2022 school year, AP3, there was a 38% proficiency in this component. In the 2022-2023 school year, however, there was a 5% decline. In the grade level bands, a decline was evident in all components.

In grade 6 through 8, average decline of 4% in Vocabulary, 22% in Comprehension of Literature and and 29% in Informational text. The greatest decline was therefore shown in Comprehension of Informational Text.

The Individual 6-8 grade level comparison data is shown below:

Vocabulary Comp. (Lit.) Comp. (Info. Text)

2021-2022 2022-2023 2021-2022 2022-2023 2021-2022 2022-2023

6th 50% 33% 67% 0% 67% 0%

7th 33% 38% 22% 46% 22% 38%

8th 57% 57% 71% 50% 86% 50%

In grades 9-12, there was an average 2% decline in Vocabulary, 9% in Comprehension of Literature, and 7% in Informational text. The greatest decline was in the Comprehension of Literature.

Vocabulary Comp. (Lit.) Comp. (Info. Text)

2021-2022 2022-2023 2021-2022 2022-2023 2021-2022 2022-2023

9th 36% 71% 36% 57% 55% 50%

10th 50% 46% 33% 23% 33% 38%

11th 50% 50% 17% 7% 17% 7%

12th 83% 46% 50% 15% 33% 15%

The main factor that contributed to this decline was the increase in the number of students entering the school with low reading proficiency. As we reviewed the data, there was a noticeable decline in students' reading proficiency overall, and the increase of students who entered the school lacking the basic skills in vocabulary and reading comprehension who scored at performance Level 1. Although these students were placed in Intensive Reading classes, they made minimal gains throughout the year.

Classroom instruction needed to be more rigorous and differentiated to meet the needs of the various levels. The adoption of the new curriculum for ELA and intensive reading could have been implemented better (with fidelity). It is imperative that the teachers master the content of the new curriculum and effectively differentiate instruction for struggling readers. Small group activities were evident, but not effective as reading students, for the most part, spent a great deal of time on the Lexia computerized program, and interaction with the physical text was lacking. Also, more teacher student interaction was needed to address the needs of the struggling readers and their deficiencies. The same factors that contributed to the decline in the middle school were also evident in the high school. Additionally, some 9-12 grade students lacked motivation and needed more rigorous and differentiated instruction. Also, as mentioned before, the teachers needed a firmer grasp on the new curriculum in order to teach more effectively. On-going professional development has been scheduled for this upcoming school year and is mandatory for teachers to implement the curriculum effectively. .

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.

Grade level bands data component compared to the state's scale Score. (FAST Data)

Grades 6-8 State Average Scale Score Grade Level Average Scale score Difference

6th grade: 321 309 - 12 points

7th Grade 328 322 - 6 points

8th Grade 332 324 - 8 points

Grades 9-10

9th Grade 339 344 5 points

10th Grade 345 -1 point

The data above shows how the school's grade level bands scored compared to the State. In the 6th grade, there was a 12 point difference between the state and the school. The 7th grade shows a 6 point difference, and the 8th grade, an 8 point difference.

In the 9-10 grade level band, the 9th grade shows a 5 point difference in which the school exceeded the score of the state. The 10th grade showed a 1 point difference.

The data component that had the greatest gap when compared to the State was the 6th grade. The State's average scale score as shown above, was 321, and 6th grade scored only 309 points. There was a gap of 12 points. The gap was due to the low number of students in this grade level who scored below the proficiency level. There were two students in this grade level, and one scored "At or Near Standard", and the other, "Below the Standard." These two students entered the school with limited reading skills, and although they emerged in these categories, they showed some growth when compared to the previous year's scale score.

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

Schoolwide, the data component that showed the most improvement in I-Ready was Vocabulary. There was a 5% increase when compared to AP3 data in the 2021-2022 school year. The most significant increase was shown by the 9th graders who showed a remarkable 35% increase from the prior year. There was also a 5% increase in the 7th grade. Although the 12th grade showed a drastic 37% decline in Vocabulary from the previous year, the 46% in AP3 Vocabulary is the highest score of all the components.

AP3 Vocabulary Data by Grade Level Bands

6-8th Grade Vocabulary

6th grade: 33%

7th grade: 38%

8th grade: 57%

Grades 9-12

9th grade: 71% Vocabulary

10th grade: 46%

11th grade: 50%

12th grade: 46%

The new actions that contributed to this improvement involved using various word attack skills that included the use of morphology. Students were taught how different words are formed, how to analyze word structure and identify root words, base words, prefixes, and suffixes. Another action taken was small group instruction whereby students were able to interact with each other in activities that included finding synonyms and antonyms of words. Graphic organizers were used especially with the ELL and ESE students. Daily oral reading and comprehension activities were also aligned with a vocabulary component that targeted the use of words in context. Finally, Lexia Power-Up activities were also added.

42% of ESE students scored in the proficient range on the ELA portion of FAST (3 out of 7)

These student will continue to participate in targeted tutoring programs and receive instruction aligned with the goals and activities outlined in their IEP. Teachers will continue to participate in professional development that focuses on meeting the needs of students with specific learning disabilities and other support in the classroom with instruction.

54% of ELL's scored in the proficient range on the ELA portion of FAST (6 out of 11)

These student will continue to participate in targeted tutoring programs and receive instruction aligned with the level of language support identified through ESOL assessments. Teachers will continue to participate in professional development that focuses on meeting the needs of ELL's and other support in the classroom with instruction and strategies that are appropriate for this subgroup. .

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

The most outstanding area of concern when reflecting on the EWS data is the large percentage of students performing below the satisfactory level in grades 608. In the 2022-2023 school year, the FAST PM1-PM3 data chart below shows the percentage of students performing below the satisfactory level. Although the data reflects some gains in overall proficiency from one assessment period to the next the ELA rate of proficiency is still a major concern and requires attention.

Level1 Level 2

PM1 39% 27%
 PM2 40% 30%
 PM3 36% 23%

Students did not make the intended gains according to the data. The school must focus on curriculum implementation with fidelity, differentiating instruction and teacher professional development to meet the needs of the struggling students in the key academic areas of ELA.

The student progress monitoring data and early warning system data will need to be collected and monitored throughout the year with fidelity. To ensure all students are being serviced effectively the school will implement the following steps or take the following new action:

1. Administer progress monitoring tools and analyze data regularly
2. Adopt appropriate standards-based curriculum and monitoring tools for student progress
3. Engage assessment coordinator and guidance counseling and other resources to improve the retake of assessments for all students in need.
4. Properly code and monitor classes for acceleration credit
5. Focus on ELA target tutoring, in class support and remediation for all students
6. ESE students (SWD) will be required to participate in regularly scheduled tutoring sessions for ELA.
7. ESE and ELL's will be monitored closely to ensure classroom and subject area support is given in a timely fashion and appropriate accommodations are made.
8. Other options such as (PERT or SAT, ACT preparation) will need to be explored early to ensure alternative testing is identified and administered timely to satisfy concordant score allowance.

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

1. To improve ELA proficiency by ensuring the Reading and Language Arts teachers gain all the necessary skills and best practices to teach the students, thereby, reducing the schoolwide reading deficiency. Identify specific needs of students and teachers and address those needs through Professional Development and training. Require teachers to engage in professional development that will enhance their skills in designing and planning instruction to meet the needs of struggling learners.
2. To improve the lowest 25% in the FAST reading. Focus on this group by analyzing assessment data and identifying the specific needs of students who will require tutoring, pull-out and or push-in support.
3. To empower teachers to utilize the data to inform their instruction. Convene quarterly data chat meetings with teachers across content areas to assist them in understanding the data, and teach them how to hold data chats with their students.
4. To ensure that students are focused and are on track for 100% graduation rate, by monitoring progress in all academic areas, participate in school activities that have been proven to increase student engagement and build connections.
5. Create a healthy, positive, schoolwide environment that fosters an optimistic student, faculty, and staff alliance through empowerment activities, competitions and relevant and meaningful professional development and trainings.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

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

The International School of Broward creates a positive school climate and environment by having effective communication for all stakeholders and catering to the individual needs of students and staff. It is essential that the physical environment of ISB promotes general health and well-being of both students and staff.

We

will ensure that the basic needs of a safe and secure environment are met and promotes a sense of security and creates an atmosphere that fosters academic growth and positive social and emotional development.

ISB will develop a democratic process that reflects a caring community where the welfare of each individual

is fostered and the concerns of all are taken into account. There will be a sense of commitment to a common purpose that is developed and understood. Everyone must feel worthy, capable, significant and effective. A positive school culture is cultivated by accepting all students regardless of their race, color, ethnicity, economic background or religious persuasion.

As outlined in the student/parent handbook, The International School of Broward will foster respect for human and cultural diversity by encouraging or enforcing the following:

- * groups are regularly changed and do not always consist of the same students
- * teams are not always chosen by the students
- * books used are bias free and gender equity is promoted at all levels
- * student are encouraged to listen to different points of view.
- * students are encouraged to join clubs and activities at the school campus that foster individual growth and

respect for the school community and the community-at-large. (Example: Hispanic Club, Caribbean Society, African American Club, STEM, Literature/News, etc.)

* sports are encouraged for all students in a healthy coed environment. Participation in organized activities help build character and allegiance to the group process.

* a robust character development program will build positive character traits. Student assessment and data collection are critical components for teachers and school leaders to make data driven instruction. There are gaps in student data which inhibits the team from making data driven decisions. Some of the data deficits can be directly related to student attendance during testing windows. Engaging students more in the educational

process through the use of student committees, activities focused on college and careers, peer buddy system, and other targeted activities can give the students a purpose to attend school and participate in all assessments. Giving students opportunities to serve in leadership roles and engage more in school activities can give the students a sense of purpose and belonging. If students are able to make connections in school, they typically perform better academically.

Engaging students more in the educational process through the use of student committees, activities focused on college and careers, peer buddy system, and other targeted activities can give the students a purpose to attend school and participate in all assessments. Giving students opportunities to serve in leadership roles and engage more in school activities can give the students a sense of purpose and belonging. If students are able to make connections in school, they typically perform better academically, improve attendance, and take school more seriously.

Measurable Outcome:

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

The parent community will assist with creating a positive culture and environment by supporting school events, becoming school partners, participating in parent-teacher conferences, serving on parent committees and giving constructive feedback through various avenues as it relates to school improvement.

Parent attendance at school academic workshops/events will increase by 10% overall as measured through recorded attendance at school events.

Parents also attend parent workshops throughout the year that helps them with effective communication between home and school as well as helping their students with academics.

Parents will also participate along with their children in schoolwide character building and collaborative activities that help empower the stakeholders to foster an alliance that will result in a positive school culture.

Monitoring:

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

The school will monitor student attendance through the attendance committee, teacher reporting and feedback from the assessment coordinator. Specific data chats with administrative team will be scheduled monthly.

The area of focus will be monitored through a series of steps designed to improve parents' participation in the events of the school. The PTO as well as the principal will ensure that all stake holders are apprised of school events in a timely manner. A record will be kept of each parent who receives communication and the dates each communication was sent. The response will also be recorded.

Person responsible for monitoring outcome:

Hyacinth Walker (hwalker@isbcharterschool.org)

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 school will distribute student activity calendar that is created by the Committee and is published and distributed in the beginning of the school year or as soon as the information is developed or released. The calendar is sent electronically as well as hard copies to students. Any changes or updates are added if necessary and redistributed to the parents and staff.

Monthly communication through newsletters, emails, phone calls, etc. relaying the importance of attendance and testing and the ramifications of not testing for the school and the student. Celebrations, awards and incentives will be a part of the program to help students maintain an interest in performing their very best.

An effective line of communication between the school and all stakeholders is vital. Information about events will be disseminated through multiple media sources to include flyers, newsletter, emails, automated school messaging system, telephone, and letters taken home by students. Parents will be asked to respond stating their intention to attend. A record will be kept of all responses and follow-ups will be done especially to ascertain attendance. Reminders will be sent out before each event.

The increased positive communication and follow-through helps increase participation and engagement with all stakeholders.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research states that increasing student engagement in school will allow students to develop a sense of ownership in the school and connect school success to school involvement. ISB will strive to engage students more. The focus will be to engage students more in the educational process through the use of student committees, activities focused on college and careers, study buddy system, and other activities that give the students a purpose to attend school and participate in all assessments.

Students and parents are made aware of the impact it has on the student's educational future. Students who feel as if the assessments don't count or assessments are not required usually do not take the process seriously and as a result, they feel it is ok to miss taking the test or not do their very best and take the test seriously when they do test.

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 3 - Promising 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. Needs assessment/survey conducted annually to determine student, parent and staff needs.
2. Form committee that meets monthly to discuss areas of concern and creates an action plan according to the information collected.
3. Plan activities designed to address the specific needs identified.
4. Implement the plan of action.
5. Monitor the plan implementation. Discuss the results. Celebrate accomplishments and/or revisit the strategies implemented to address the specific targeted areas for improvement or increased participation.

Person Responsible: Hyacinth Walker (hwalker@isbcharterschool.org)

By When: Ongoing and Monthly SIP meetings scheduled on the second Tuesday of each month to review goals, objectives and activities.

#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.

One of the greatest needs for improvement, based off of progress monitoring and state assessment data from 2022-23 is ELA achievement for all students in grade 6-12.

ELA proficiency scores dropped from 38% to 31% in 2022 but made a slight increase in 2023 data reported on PM3 to over 40 % of students scoring level 3 and above.

The data component that showed the greatest decline from the prior year in I-Ready was Comprehension of Informational Text. In the 2021-2022 school year, AP3, there was a 38% proficiency in this component. In the 2022-2023 school year, however, there was a 5% decline. In the grade level bands, a decline was evident in all components.

In grade 6 through 8, there was a decline of 4% in vocabulary, 22% in Comprehension of Literature and and 29% in Informational text. I

In grades 9-12, there was a 2% decline in vocabulary, 9% in Comprehension of Literature, and and 7% in Informational text.

The greatest decline was shown in grades 6-8 Informational text. The main factor that contributed to this decline was the increase in the number of students entering the school with low reading proficiency. As we review the data, the increase in student reading proficiency overall, and the gain of students who came in with a proficiency level 1 but made minimal gains throughout the year, really stand out,

Another factor was the inability of the teachers to show mastery of the content of the new curriculum and effectively differentiate instruction for struggling readers. Small group activities were evident, but not effective as reading students, for the most part spent a great deal of time On the Lexia computerized program, and interaction with the physical test was lacking. Also more teacher student interaction was needed.

Measurable Outcome:

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

Overall student performance will increase by at least 10 percentage points on the ELA -FAST progress monitoring assessments (AP3) for school year 2023-2024.

Monitoring:

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

This area of focus will be closely monitored by progress monitoring during AP1, 2 and 3. The Assessment coordinator will collect all assessment data, including curriculum related assessment data and process the data so that teachers receive clear results that can be used to impact lesson planning and lesson implementation.

The Assessment Coordinator will schedule appropriate data chats with administration, teachers and students in an effort to do the following:

1. allow the administration to design the best results driven professional development opportunities for teachers
2. provide the best feedback for teachers to use the student assessment data to reflect on their own practices.
3. inform teachers of assessment data that can be shared with students and or

parents in a formal data chat that allows students to see their strengths and weaknesses as it relates to practice and improvement.

4. ESOL teacher/Specialist will participate in progress monitoring data review.

5. ESE teacher/Specialist will participate in progress monitoring data review.

Person responsible for monitoring outcome:

Hyacinth Walker (hwalker@isbcharterschool.org)

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.)

Data driven decision reflected in lesson planning to ensure targeting instruction to meet individual student needs.

Increase in student performance on progress monitoring data for each assessment period as measures by PM1, PM2 and PM3 assessments administered according to assessment calendar.

Increase student scores on exams/class work/ that is demonstrated on progress reports and report cards for all students including ELL's, SWD, and gifted students that are aligned with mastery of BEST standards.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Increase ELA achievement will have an impact in other content areas that require reading proficiency. Monitoring teacher lesson plans are important to ensure the alignment of teacher focus in differentiating instruction, data driven instruction and focus on meeting the needs of all student that have been identified through data analysis.

Ongoing professional development that specially targeting the teacher's ability to make data driven decisions that are relevant and timely.

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 2 - Moderate 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. Ongoing professional development on differentiating instruction
2. Data driven decision making and robust lesson planning that reflects challenges for students that are gifted and remediation/interventions for students at risk for academic failure.
3. Ongoing collaboration with general education teachers to ensure understanding of and implementation of strategies that will assist SWD gifted students and ELL's.

Person Responsible: Michelle Harriott (mharriott@isbcharterschool.org)

By When: Monitored through bi-monthly lesson planning and teacher observations. Quarterly progress monitoring results.

Professional Development on ELA and Intensive Reading Curriculum for instructor and Coach in order to better understand the components of the curriculum in order to execute the curriculum with fidelity. The professional development will be ongoing and involve teacher observations and critical feedback sessions

that will focus on teacher effective.

Progress monitoring data will be shared on a consistent basis to allow for corrective actions in the classroom to include differentiated instruction in the classroom as well as targeted tutoring to address student deficiencies.

Person Responsible: Hyacinth Walker (hwalker@isbcharterschool.org)

By When: Pre-Service prior to school starting (August) and quarter checks to ensure teaching and assessment alignment prior to progress monitoring (PM2, PM3, PM4)

Professional Development and support for ESOL program. Ongoing professional development that specially targeting the teacher's ability to meet the needs of ELL's.

Appropriate curriculum materials and programs that support ELL's in the classroom.

ELL's will participate in ESOL support classes during the school year in addition to the invitation to attend target tutoring.

SWD's will be closely monitored by the ESE teacher and Specialist to ensure the goals in their EP's are targeted and monitored. This subgroup will be required to attend target tutoring for specific content where students are not demonstrating mastery or making gains. .

Person Responsible: Hyacinth Walker (hwalker@isbcharterschool.org)

By When: Pre-service (August) and ongoing monthly updates and support to meet the needs of all ELL's,

#3. Graduation specifically relating to Graduation

Area of Focus Description and Rationale:

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

The schools graduation rate over the past several years: The school's graduation rate has been consistently low (<67%) over the paste several year. For school year 21-22 the school graduation rate was 50%. The school did notice a slight increase in graduation rate from 2018 (47%) to (54%) in 2019. While still (for 2022-23) below the 67% state minimum, the school remains focused on graduation rate and attendance to improvement overall student achievement.

Measurable Outcome:

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

The School will increase the overall graduation rate by 20 percentage points by the end of the school year 2023. The goal is to meet the Districts graduation rate by year 2024 considering all subgroups eligible for graduation according to their cohort year

Monitoring:

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

This area of focus will be monitored as follows:

1. The graduation cohort will be monitored from the beginning of the school year.
2. Student academic success will be closely monitored throughout the school year by the Principal and Guidance Department to ensure students are on target to graduate in their cohort through grade reports and progress monitoring/ assessment data.
3. Target tutoring and credit recovery opportunities will be afforded to all students in need starting in September.
4. Practice sessions will begin for all students who must participate in the retake assessments.
5. The school will monitor students who meet the graduation concordance published each year.
6. The school will focus on graduation concordance to ensure options to satisfy graduation requirements.
7. ESE Specialist who will attend monthly meetings to specifically discuss ESE student data.
8. ESOL Specialist who will attend monthly meetings to specifically discuss ESE student data.

Person responsible for monitoring outcome:

Henry Crawford (hcrawford@isbcharterschool.org)

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.)

Giving the students the additional opportunity to practice in order to pass State Assessments and to recover credits will help the school increase the graduation rate. Focusing on the deficiencies identified for students within the cohort will ensure the graduation rate is increased. Additional target tutoring, push in support and other small group interventions to support student achievement will be scheduled on a weekly schedule depending on the student needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students who have not had the success on passing the assessments usually need additional support and practice with the content and generally need a review/practice session before taking or retaking the tests. A quick review can help. Also giving the student an opportunity to recover credit within the same school year is also beneficial.

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.

Action Step:

The MTSS Coordinator and Principal will monitor EWS data monthly to ensure student needs are being address through parent contact, instructional support, social/emotional counseling and academic progress monitoring.

The Principal and Assessment Coordinator will schedule monthly meetings (teachers, attendance team, assessment coordinator, ESOL contact, ESE contact) to discuss strategies as it relates to the student success and progress from grade to grade. The Principal and Assessment Coordinator will explore all options as it relates to retakes, credit recovery and other requirements for graduation.

Person Responsible: Henry Crawford (hcrawford@isbcharterschool.org)

By When: August, December, March, May at quarterly intervals for monitoring student performance according to interventions and other strategies put in place.

Assessment Cooridnator will collect data (Progress Monitoring, FAST, EOC's, Retakes, etc.) and timely report

information so students can receive the necessary support to pass exams. Each student will have a progress monitoring plan that is updated at each team meeting to ensure students are given opportunities to review and practice for retakes. The Assessment Coordinator will also explore all options for students who are struggling with assessments needed to meet graduation requirements.

Person Responsible: Hyacinth Walker (hwalker@isbcharterschool.org)

By When: Assessment calendar developed to provide guidelines for review, tutoring schedules.

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).

SIP committee reviews the needs assessment data, and the goals and objectives identified to determine funding allocations in each area.

As part of the comprehensive needs assessment, resource allocation based on needs are considered and prioritized during the SIP planning process. Collaborative discussions enable the schools to consider available resources as part of the needs assessment process to inform evidence-based planning and final decisions concerning allocation of resources. Considering the needs, plans and then funds enables sustainable systems and strategies to support improved outcomes for each student at ISB.

Since the school has not been eligible for Title I for the past 2 years, funding through UNISIG will ensure the school is able to allocate resources in priority areas. Resource allocation or utilization will be targeted for the neediest population and critical area under the SIP that is contributing to low performance.

Professional Development for ELA and Reading Intervention

Support for ELL's

Professional Development for robust lesson planning and implementation.

Student services and student engagement to build and sustain a school culture that is conducive for student learning and thriving.

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.

The school uses several methods for dissemination of the School Improvement Plan, budget and other information to our stakeholders.

Faculty meetings - discussion of school calendar of activities that target the goals of the school improvement plan are shared at faculty meetings. The faculty has access to the SIP electronically as well.

The Leadership team meets with the faculty monthly to discuss data collected as it relates to the measureable goals outlined in the School Improvement Plan.

Board Meetings - the School Improvement Plan and budget is discussed at the scheduled board meetings as well as the budget prepared to address the targeted areas. Updates are discussed at the Board meetings to ensure all stakeholders understand the improvement strategies and the areas of strength and weakness as it relates to the plan goals and measureable objectives.

PTA/Parent Advisory Meetings - Stakeholders have access to the plan to discuss and give feedback through the parent advisory group. The information is disseminated in 3 different languages and worded in parent friendly language that can be easily understood.

Newsletters and Website - the Student Government Association and the student body at large, are made aware of the goals and objectives of the SIP annually. The SIP access is available to all parents through the school's website and newsletters published on a quarterly basis so all stakeholders can locate the information.

School Improvement Meetings - these meetings are used to discuss plan goals, objectives and activities designed to address the goals in the plan. The stakeholders discuss the budget items and priority areas to ensure the funds allotted are addressing the immediate needs identified in the plan.

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))

The school builds 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 in the following ways:

1. School-Parent Compact

As a component of the school-level parent involvement plan, ISB will jointly develop, with parents for all students served under this part, a school-parent compact, that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

2. Parent/Teacher Conferences

Parent/Teacher conferences will be scheduled quarterly to discuss student academic and behavioral goals using an academic success plan that requires student, parent and teacher input. The plan becomes a roadmap for student success and gives the parent an opportunity to become the partner that is required for a successful partnership between parent and school. The parent communication portal gives the parent immediate access to their students' academic performance so conferences can be informed and meaningful when scheduled.

3. Parental and Student Engagement Opportunities

International School of Broward designs activities throughout the school year that will allow students and their families to get engaged and develop a sense of community and connectedness. A monthly calendar is published and includes such activities as (Multicultural events, Literacy Night, College Readiness Night, Academic Competitions, etc.) Engaging students more in the educational process through the use of student committees, activities focused on college and careers, peer buddy system, and other targeted activities can give the students a purpose to attend school and participate in all assessments. Giving students opportunities to serve in leadership roles and engage more in school activities can give the students a sense of purpose and belonging. If students are able to make connections in school, they typically perform better academically, improve attendance, and take school more seriously.

The parent community will assist with creating a positive culture and environment by supporting school events,

becoming school partners, participating in parent-teacher conferences, serving on parent committees and

giving constructive feedback through various avenues as it relates to school improvement.

Parents also attend parent workshops throughout the year that helps them with effective communication between home and school as well as helping their students with academics.

Parents will also participate along with their children in schoolwide character building and collaborative activities that help empower the stakeholders to foster an alliance that will result in a positive school culture.

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))

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 in the following ways:

1. Teacher Professional Development

Ongoing professional development on differentiating instruction

Data driven decision making and robust lesson planning that reflects challenges for students that are gifted and remediation/interventions for students at risk for academic failure.

Ongoing collaboration with general education teachers to ensure understanding of and implementation of strategies that will assist students with disabilities, English Language learners as well as our gifted population.

The focus will be on the teachers to gain all the necessary skills and best practices to teach the students, thereby, reducing the schoolwide reading deficiency. Identify specific needs of students and teachers and address those needs through Professional Development and training. Require teachers to engage in professional development that will enhance their skills in designing and planning instruction to meet the needs of struggling learners.

Adopt appropriate standards-based curriculum and monitoring tools for student progress

2. Continue partnership with Broward College for Dual Enrollment opportunities for students to take advanced classes. Continue to offer Advanced Placement courses and allow students to earn college credit.

Students will be encouraged to take accelerated classes

3. Provide comprehensive tutorial services, credit recovery opportunities and academic support that will improve the overall academic performance of our school. Focus on ELA target tutoring, in class support and remediation for all students. Students (SWD) will be required to participate in regularly scheduled tutoring sessions for ELA.

ESE and ELL's will be monitored closely to ensure classroom and subject area support is given in a timely fashion and appropriate accommodations are made.

4. To improve the lowest 25% in the FAST reading. Focus on this group by analyzing assessment data and identifying the specific needs of students who will require tutoring, pull-out and or push-in support. Administer progress monitoring tools and analyze data regularly

5. To empower teachers to utilize the data to inform their instruction. Convene quarterly data chat meetings with teachers across content areas to assist them in understanding the data, and teach them how to hold data chats with their students.

6. To ensure that students are focused and are on track for 100% graduation rate, by monitoring progress in all academic areas, participate in school activities that have been proven to increase student engagement and build connections. Properly code and monitor classes for acceleration credit

5. Create a healthy, positive, schoolwide environment that fosters an optimistic student, faculty, and staff alliance through empowerment activities, competitions and relevant and meaningful professional development and trainings.

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 SIP plan is developed in coordination with ESSER grant programs that assist with the funding to address any educational gaps for students through targeted tutoring, afterschool academic programs and rigorous assessment protocols that track and monitor student progress toward goals.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school contracts with Mental Health Services program that provides specialized services for individual students and student groups.

All teachers/staff participate in Mental Health Youth training and earn certification. The courses are offered annually in the beginning of the school year. These programs help staff with warning signs and strategies to assist students in need of mental health intervention.

The school contracts with Men2Boys counseling and mentoring services to assist with improving student self confidence and self worth. The program enlightens and encourages students to perform their personal best and to face challenges with optimism and fortitude.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The school organizes college and career fairs annually to introduce the student body to the various options available post secondary school. The College and Career Fair attracts career professionals, college and university representatives and other industry professionals.

College Tours are scheduled annually through the guidance department.

International travel and study abroad programs are introduced to all students through guidance department.

Dual Enrollment partnership with Broward College affords students to enroll in College and earn college credit while attending high school. Those students who meet eligibility are given information in the beginning of the school year and the end of the school year to make sure they meet enrollment deadlines.

Students are also given opportunities to enroll in additional classes using Florida Virtual platform for studies. many students are able to earn additional credit and finish high school earlier than others.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The school uses the MTSS tiered model of support to prevent and address problem behavior and early intervening services for students that may have behavior problems academic issues according to their evaluations and educational plans that may be developed. Teachers receive professional development to help them understand MTSS and RtI as it relates to student behaviors and interventions. Students receive support at all levels to determine what interventions and strategies are successful.

The behavior threat assessment team (BTA) meets as scheduled to discuss student behaviors, intervene with counseling and other supports that may be required. The team consist of mental health

counselor, administrator and law enforcement. The team accurately records all involvement and monitors student progress using the systematic approach outline.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Ongoing professional development is scheduled for teachers and other school personnel to improve instruction for all students. The Assessment Coordinator shares student and school data in all assessment areas in an effort to have teachers address specific deficiencies in student achievement.

Recruiting and retaining effective teachers is a critical component of the student achievement and student success. The professional development is ongoing to provide teachers with timely support and confidence in their ability to reach all learners.

The needs assessment gathered at the end of the school year includes data collection, parent surveys, student feedback surveys and curriculum overview.

Curriculum adjustments are made according to data analysis that indicates how well students performed and what additional curriculum items or support may be needed.

Teacher support in the form of mentoring and targeted professional development is scheduled at the end of each academic year in an effort to support teachers who may struggle with the content, curriculum implementation or managing classroom routines or student behaviors.

Formal teacher observations are conducted 3 times a year. Teachers are coached throughout the year and given critical feedback for improvement.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	5416 - International School Of Broward	UniSIG	1.0	\$500.00
			Notes: Charter school will be reimbursed for SEL Program (ReThink Ed) to support student emotional growth and development to assist students to be successful in school. Students will engage in activities to help build resiliency and perseverance to succeed in school. ReThink Education @ 500.00 for schoolwide subscription.			
2	III.B.	Area of Focus: Instructional Practice: ELA				\$8,105.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	5100	394	5416 - International School Of Broward	UniSIG		\$4,500.00
			<i>Notes: Charter school will be reimbursed for ELO Teacher Salaries 6@25.00/hour for 30 hours each = 750.00 750 x 6 = 4500.00 (October 3, 2023 - March 20, 2024; 3pm-4pm</i>			
	5100	394	5416 - International School Of Broward	UniSIG		\$1,500.00
			<i>Notes: Charter schools will be reimbursed for ELO Instructional Materials (Lumos Learning Florida Reading & Math) for grades 6-12. 50 students @ 29.99 each</i>			
	5100	394	5416 - International School Of Broward	UniSIG		\$2,105.00
			<i>Notes: Charter School will be reimbursed for Wordly Wise - i3000 full vocabulary and ELA program \$16.00/80 students = 1280.00 Support Materials and teacher guides 7@86.49 = 605.43</i>			
3	III.B.	Area of Focus: Graduation: Graduation				\$895.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	394	5416 - International School Of Broward	UniSIG		\$895.00
			<i>Notes: Charter School will be reimbursed for Professional Development stipend for teacher trainer. Four sessions at \$223.75/session. Planning and facilitating PD in area of Differentiation, Data Driven Instruction, MTSS/RtI, ELA/Literacy Curriculum implementation \$223.75 X 4 sessions = \$895.00</i>			
					Total:	\$9,500.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes