



## **Executive Summary**

**Boyd H. Anderson High School**

**Broward County School District**

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### Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Boyd H. Anderson High School (BAHS), home of the mighty cobras, is located in the city of Lauderdale Lakes in Broward County, Florida. BAHS provides Florida state standard driven instruction to students matriculating high school grades 9-12. Boyd H. Anderson High has a population of approximately 1,800 students of which 89% qualify for free and reduced lunch. 98% of the students are minority and 28% speak English as a Second Language. The school is 90% Black, 2% White, 6% Hispanic, 1% Asian. The surrounding community is a mixed suburban setting with a combination of homes and rental communities. The demographic of the surrounding area reflects the demographics of the school itself. Many of the residents are considered to be low income.

BAHS recognizes the existence of the diverse academic ranges within its student population. In order to meet the needs of its students, Boyd H. Anderson High school offers an International Baccalaureate Program (IB) and is the only school in the county to offer a Health and Wellness program for students in addition to the traditional high school diploma track. Both programs provide rigorous higher level instruction to prepare students for college and career. BAHS also has a large number of students who struggle to read. The faculty and staff of Boyd H. Anderson High school are a diverse mix of professionals who are dedicated to providing an academically enriching atmosphere to our students. The school provides standards' based instruction in the traditional classroom format as well as online. Most classes are offered in varied levels of rigor including intensive classes (for students in need of additional help), general, honors, and Advanced Placement. This allows students to work at the level of instruction that best suits their needs while learning curriculum based on Florida state standards. Teachers are expected to differentiate instruction within the classroom to address students' varied learning styles.

The school builds and sustains partnerships with the local community by encouraging community involvement in SAC, SAF, and school events. In addition to having members attend SAC and SAF meetings, the school welcomes input from our community partners during the meetings. The school has a positive relationship with local businesses which assists with the students' college and career readiness. BAHS encourages the participation of parents and community members in the educational process. Open house is held every year to introduce parents and community to their child's instructor and to familiarize them with the academic atmosphere of the school. Keys to Success is held during the school year to provide parents, students, and the community with tools to help students become successful within the classroom.

Unique features about the community surrounding the school include the fact that the community has a number of charter schools that tend to close during the school year. As a result, the school experiences an influx of students with the closing of the charter schools within the area. This impacts the school in various ways, but the most conspicuous area would be in test scores. Many of the students from the charter schools transferred into the school working academically at a lower level than most students of their age. Another unique challenge the school is experiencing within the last three years is that there is a large number of staff members that are teachers with less than 3 years' experience. Several support systems have been implemented including the New Educator Support System (NESS), Induction Coaches, and TIF (grant based) coaches. All three types of coaches in conjunction with academic coaches provide support to the new educators as they develop their instructional practice.

### School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Boyd H. Anderson High School understands that in order to succeed in the 21st century, graduates need to have as many tools at their disposal as possible. With this in mind, the school's mission is to educate students to be college and career ready. This mission was developed by stakeholders with the vision that all students will, upon graduation, be ready to continue their education through the collegiate system, to pursue a career equipped with industry certification.

The school's vision statement states that we provide professional, individualized, global education to all students. Every student entering the doors of BAHS are offered an individualized schedule created to serve their academic need. Students have the choice to pursue advanced academic offerings which would allow them to be prepared for college level courses. In some cases, students will graduate with college credit and will enter higher education better equipped than the average freshman. If they so desire, students can also take elective classes such as culinary and Dreamweaver, in which they will be able to become certified in that particular skill. The Health and Wellness program will also offer an EMT program during the 2016-2017 school year. These students will be well prepared to enter the work force and begin their careers upon graduation based on their passing of their industry exams. The specific classes that are offered were chosen based on targeting multiple areas of interest for the students. The school is staffed with teachers who are certified within their areas of expertise. Each teacher works collaboratively with the school to provide instruction that is geared towards the individual student through differentiation.

BAHS strives to prepare students for living in the 21st century as they progress through their high school career. In order to do so, teachers are encouraged to use technology in every classroom and to teach within a global context. Our school population lends itself to global thinking as there are a large number of students who have international backgrounds and those who speak English as a second language. Students as global citizens will value the diversity of the world around them, appreciate different perspectives of viewing the world, and have an understanding of global issues pertaining to the citizens of other countries. Students will also be aware of environmental challenges faced by the global community.

Living and being able to compete in the 21st century also requires students to be critical thinkers. BAHS strives to nurture and develop students academically while preparing them for life after high school. This involves analyzing each student and helping them to maximize their efforts at reaching their true potential. By taking a proactive stance on tracking students academically and following their attendance, the school identifies student learning needs and deficiencies. Guidance counselors use this information to involve parents by scheduling parent/teacher meetings and collaborating with parents, students, and teachers to problem-solve.

BAHS also initiated a small learning community during which a group of 4 or 5 teachers meet once a week to discuss individual students and develop academic plans to help the student improve learning. The teachers share about 80% of the students which enable them to develop relationships with the students and the parents. The students in 9th and 10th grade are looped which proves the opportunity for each teacher to have the same students 2 years in a row in an effort to introduce familiarity and continuity to the students' educational experience. Each grade level also has assemblies at the beginning of the school year to communicate academic, social, and behavioral expectations for the students.

The school uses data-driven instruction with a rigorous Florida Standards instructional design. The school also uses a C.A.R.E. and Word of the Day program to build better readers and writers while providing intervention for struggling students. The school also uses "Achieve 3000", a web-based tool for supporting reading comprehension and writing proficiency for students. It uses an easy organized system with proven instruction and exceptional differentiation and scaffolding for struggling student readers. EPS is also used for students who need to develop phonemic awareness due to being behind and needing to develop their reading skills. The state supplies CPALMS to provide the Florida State standards and lesson plans aligned to the state standards. Additional resources and materials include EDGE, COLLECTIONS, and district adopted textbooks which are aligned to the Florida State Standards. District based resources such as BEEP are used to align

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instruction and to provide instructional resources. District supplied formative assessments and State standards based CARE packages are also used. School based resources include Florida standards aligned USATest prep, another resource used by history, biology, and math. Teachers use Florida Assessment data, End-of-Course (EOC) Assessment Results, and Common Assessment data to differentiate their instruction and lesson planning. Teachers use Interventions for students with difficulty in attaining proficient levels on assessments.

Step 1: Teachers define the measurable goal(s) to be attained

Step 2: Teachers Identify possible reasons why the desired goals are not being attained.

Step 3: Teachers develop and implement a well-supported plan involving evidence-based strategies to attain goals.

Step 4: Teachers evaluate the effectiveness of the plan in relation to the stated goals.

School wide interventions are handled by the Rtl team. The Rtl team focuses on providing a multi- tiered system of student support. The team reviews existing data, identifies additional data collection needs, develops a hypothesis, designs interventions to address concerns and develops the intervention plan. The grade level Guidance Counselors serve as case managers and designate selected Rtl members to collect and analyze the tiered data. Tier-1, in consultation with colleagues, the teacher tries universal, evidence-based interventions. Tier-2, in consultation with several team members, the teacher tries targeted, evidenced based interventions. Tier-3, using full team support, teachers and others try intensive, evidenced based interventions, appropriate data will be collected using selected criteria specific to the evidence-based intervention being implemented. Review of the data occurs regularly and the need for a higher tiered evidenced base intervention is evaluated. Students who are in the low quartile receive intensive interventions and their progress is continuously monitored.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

In the last three years, Boyd H. Anderson High has achieved many successes. Most notably, the school increased its graduation rate up to 97%. Another notable increase was made in the school's Biology EOC scores. In the 2014-2015 school year, Biology EOC scores rose from 42% to 68%. Based on the new school grade formula, BAHS is also proud to have increased its grade from a D to a C.

BAHS also successfully implemented Small Learning Communities (SLC) within the school where teachers of 9th and 10th graders serve on teams. Each team shares the same set of students and has the same planning period. This allows teachers to collaborate and develop academic plans that will have a positive impact on student learning. The students within the SLC are closely monitored in order for academic interventions to be taken when needed.

There are several areas of improvement that the school is striving to achieve in the next three years. Students at BAHS have always struggled with low scores on their reading assessments. One of Boyd H. Anderson High's goals is to increase student scores on their reading assessments. Reading is an important aspect of daily life and is crucial to college and career development. As a result, BAHS has several initiatives to address our goal to increase reading scores. First, the school practices C.A.R.E. which stands for Cobras Achieve Reading Everyday. Students read books in class for 30 minutes twice a week, then respond to a DOK level writing prompt. The rationale behind this strategy is to increase students' stamina to focus on reading for periods of time, which was a hindrance for students during their state assessments.

Another goal for BAHS is to implement rigorous content driven instruction in every classroom. Increasing rigor in the classroom will benefit students as they prepare for college and their future careers. Passing exams associated with college and career readiness such as Advanced Placement exams and industry certification exams require students to think critically. Each classroom in the school has to deliver instruction in a manner in which students will develop and enhance their critical thinking through rigor. As a part of the school's action plan, instructors are encouraged to use lesson plans from the state sponsored resource CPALMS.org, which provides Florida standard driven lessons approved by the state.

The third initiative the school is working on is ensuring that instructors understand how to unwrap the standards to deliver standard based instruction. Instructors are trained on how to unwrap state standards, design a lesson plan based on that standard, and to assess students' learning based on the standard that was covered. This goal works in conjunction with providing students with rigorous, content driven instruction.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Boyd H. Anderson High school has many initiatives that it has implemented to help the school reach its goal to improve student literacy and test scores. In addition to C.A.R.E., these initiatives include Word of the Day (WOD), our Schoolwide Literacy Plan, and after school YMCA program among others.

Word of the Day was instituted to support reading and writing proficiency by building students' college ready vocabulary. Word of the Day utilizes common vocabulary terms used in state, SAT, and ACT tests. The plan involves one word to be introduced to the students per day with students interacting with the word throughout the school day. Interactions include students identifying synonyms, antonyms, and using the word correctly in a sentence.

The Schoolwide Literacy Plan was created to further address deficits the student body has in the area of literacy. Under the guidance of two literacy coaches, reading strategies that support differentiated instruction were developed. These reading strategies were paired with the implementation of content-based literacy standards across curricula. Teachers were trained on these reading strategies during Teacher Planning and Early Release Days. Additional professional developments were carried out to train instructors on differentiating instruction within their content areas.

BAHS utilizes several tools to assist in supporting content level and reading proficiency. Achieve 3000 is a program used to support reading comprehension. USA test prep is used to support and assess students within their content area. Each resource is aligned with Florida standards and provide data that can be used to drive student instruction and remediation. In addition to the resources mentioned, the district provides resources that can be used within each content area. District supplied formative assessments and state standards based CARE packages are also used as a part of the school instructional program.

The school's 21st Century after school program allows the YMCA to provide our school with academic enrichment and social enrichment programs. Through this community partnership, our school is able to provide instruction in math, reading, and English to complement regular say school curricula. Additionally, we provide opportunities for social enrichment activities that foster personal growth and character development in our students as well as contribute to a well-rounded education.