



Executive Summary for Boyd H. Anderson High School

The Executive Summary (ES) provides the school an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. Use this template to complete the responses to the various questions below. The responses should be brief, descriptive, and appropriate for the specific section.

Description

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), located in Lauderdale Lakes, Florida, serves a diverse urban community within Broward County Public Schools, the sixth largest district in the nation. The school enrolls approximately 2,000 students in grades 9–12, representing a wide spectrum of cultural, linguistic, and socioeconomic backgrounds. The majority of students identify as Black or Hispanic, with a significant portion being first- or second-generation immigrants, including a large Caribbean and Haitian population. English Language Learners (ELLs) and students receiving Exceptional Student Education (ESE) services make up important segments of the student body. The faculty and staff reflect this diversity and are committed to practices that support student growth. Over the last three years, the school has experienced steady increases in student enrollment in acceleration programs, as well as intentional efforts to improve graduation rates and college readiness metrics. The community Boyd H. Anderson serves is resilient, with strong cultural identity, yet faces challenges including economic instability, high mobility rates, and barriers related to attendance and chronic absenteeism. These factors influence both student achievement and family engagement, requiring creative and sustained interventions from school leadership.

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.

The mission of Boyd H. Anderson High School is to prepare all students to be lifelong learners and responsible global citizens through rigorous academics, inclusive opportunities, and character development. The school's vision emphasizes *excellence, engagement, and equity* as the foundation for preparing scholars for college, career, and life success.

BAHS embodies this purpose by offering a robust menu of academic programs, including the International Baccalaureate (IB) Middle Years Programme (MYP) and Diploma Programme (DP), Cambridge AICE diploma pathways, Advanced Placement courses, Dual Enrollment opportunities, and industry certification programs. These programs are paired with high expectations for academic integrity, collaboration, and innovation.

The school's values—perseverance, respect, integrity, dedication, and excellence (PRIDE)—are reinforced through schoolwide initiatives, extracurricular offerings, and community partnerships. Students are expected to embody these values both in academic performance and in their contributions to the school and local community.

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 past three years, Boyd H. Anderson High School has made significant strides in multiple areas:

• Notable Achievements

- Earned recognition as an *IB World School* and successfully restructured its MYP to ensure program continuation and fidelity.
- Increased participation and pass rates in Cambridge AICE courses, with growth in Environmental Management, Global Perspectives, and English General Paper.
- Expanded dual enrollment opportunities and industry certifications, improving college and career readiness indicators.
- Strengthened community partnerships with organizations such as BrightStar Credit Union, Broward Education Foundation, and local businesses to support students with scholarships, internships, and enrichment.
- Reduced discipline referrals through Positive Behavioral Interventions and Supports (PBIS) and social-emotional learning initiatives.

• Areas of Improvement

- Increase proficiency in FAST ELA for 9th and 10th graders, aiming to raise performance from 41% to 44% by May 2026.
- Reduce chronic absenteeism by expanding incentive programs, parent engagement strategies, and make-up testing sessions to meet the state’s 95% tested target.
- Strengthen vertical alignment of IB Approaches to Learning (ATL) and Cambridge command words to ensure rigor across grade levels.

Looking forward, the school is committed to sustaining gains in advanced academic participation while closing achievement gaps through data-driven instruction, professional learning communities (PLCs), and Hattie’s Visible Learning strategies.

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 is more than a place of learning—it is a hub for the Lauderdale Lakes community. The school hosts family engagement nights, student showcases, and cultural celebrations to strengthen ties with its stakeholders. Programs such as Latinos in Action, Performing Arts, Athletics, and JROTC showcase the diverse talents of its student body.

The school is proud of its rebranding campaign, which has emphasized a renewed focus on academic excellence, civic responsibility, and student leadership. Through its commitment to transformational leadership, data-driven practices, and community collaboration, Boyd H. Anderson High School continues to empower its scholars to thrive in a complex, interconnected world.