

Broward County Public Schools

Mcnicol Middle School



2020-21 Schoolwide Improvement Plan

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Mcnicol Middle School

1602 S 27TH AVE, Hollywood, FL 33020

[no web address on file]

Demographics

Principal: Dierdre Benka Coker

Start Date for this Principal: 2/10/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (47%) 2017-18: C (50%) 2016-17: C (46%) 2015-16: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

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Mcnicol Middle School

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[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">79%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">97%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

“Providing a quality education that will meet the needs of all students in a safe learning environment.”

Provide the school's vision statement.

“Striving for excellence in preparing the high school ready, college-bound student.”

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
	Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build <p>School Principal (cont.) SBBC: B-002 4</p> <ol style="list-style-type: none"> and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their

Name	Title	Job Duties and Responsibilities
		<p>parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>School Principal (cont.) SBBC: B-002</p>

Name	Title	Job Duties and Responsibilities
		<p>5 PROFESSIONAL AND ETHICAL LEADERSHIP: 29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice. 30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description. 31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board. 32. Administer negotiated employee contracts in the appropriate manner at the school site. 33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL. 34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives. 35. Review current developments, literature and technical sources of information related to job responsibility. 36. Ensure adherence to good safety procedures. 37. Follow Federal and State laws, as well as School Board policies. 38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position. SIGNIFICANT CONTACTS –frequency, contact, purpose, and desired end result: Develop and maintain positive school/community relations by promoting/marketing the</p>
Benka-Coker, Deirdre	Assistant Principal	<p>The Assistant School Principal will effectively execute the performance responsibilities by demonstrating the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes;</p>

Name	Title	Job Duties and Responsibilities
		<p>and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.</p> <p>ESSENTIAL PERFORMANCE RESPONSIBILITIES: In collaboration with Principal, the Assistant School Principal shall assist in leading and managing the school through the categories listed below:</p> <p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Assist in establishing and maintaining individual professional development plans for

Name	Title	Job Duties and Responsibilities
		<p>each instructional employee that is linked to student achievement.</p> <p>10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</p> <p>11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Assist in managing the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Assist in employing an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p>

Name	Title	Job Duties and Responsibilities
		<p>24. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>27. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>30. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>31. Assist in administering negotiated employee contracts in the appropriate manner at the school site.</p> <p>32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>33. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>34. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>35. Ensure adherence to good safety procedures.</p> <p>36. Follow Federal and State laws, as well as School Board policies.</p> <p>37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.</p>

Name	Title	Job Duties and Responsibilities
Decembert, Brisco	Assistant Principal	<p>The Assistant School Principal will effectively execute the performance responsibilities by demonstrating the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.</p> <p>ESSENTIAL PERFORMANCE RESPONSIBILITIES: In collaboration with Principal, the Assistant School Principal shall assist in leading and managing the school through the categories listed below:</p> <p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Assist in recruiting, retaining, developing and evaluating an

Name	Title	Job Duties and Responsibilities
		<p>effective and diverse faculty and staff.</p> <p>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</p> <p>9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</p> <p>11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Assist in managing the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Assist in employing an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district</p>

School Assistant Principal (Cont.) SBBC: JJ-002

FL: 28

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limited to, student discipline, student attendance, school food service, student

transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.

18. Assist in employing an improvement cycle for operational problems that analyzes

results, identifies root causes and takes corrective action.

19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.

20. Comply with district procedures to manage and safeguard district

Name	Title	Job Duties and Responsibilities
		<p>assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>27. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>30. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>31. Assist in administering negotiated employee contracts in the appropriate manner at the school site.</p> <p>32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>33. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>34. Review current developments, literature and technical sources of information related</p>

Name	Title	Job Duties and Responsibilities
		<p>to job responsibility.</p> <p>35. Ensure adherence to good safety procedures.</p> <p>36. Follow Federal and State laws, as well as School Board policies.</p> <p>37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.</p>
Gentile, Jenna	Assistant Principal	<p>The Assistant School Principal will effectively execute the performance responsibilities by demonstrating the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.</p> <p>ESSENTIAL PERFORMANCE RESPONSIBILITIES:</p> <p>In collaboration with Principal, the Assistant School Principal shall assist in leading and managing the school through the categories listed below:</p> <p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through

Name	Title	Job Duties and Responsibilities
		<p>leadership actions that build and support a learning organization focused on school success.</p> <p>6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</p> <p>7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff.</p> <p>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</p> <p>9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</p> <p>11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Assist in managing the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not</p> <p>School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 4 limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school</p>

Name	Title	Job Duties and Responsibilities
		<p>finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Assist in employing an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>27. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>30. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>31. Assist in administering negotiated employee contracts in the appropriate manner at the school site.</p> <p>32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County,</p>

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Demographic Information

Principal start date

Tuesday 2/10/2015, Dierdre Benka Coker

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Total number of teacher positions allocated to the school

52

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%

<p>2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p>	<p>Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*</p>
<p>School Grades History</p>	<p>2018-19: C (47%) 2017-18: C (50%) 2016-17: C (46%) 2015-16: C (45%)</p>
<p>2019-20 School Improvement (SI) Information*</p>	
<p>SI Region</p>	<p>Southeast</p>
<p>Regional Executive Director</p>	<p>LaShawn Russ-Porterfield</p>
<p>Turnaround Option/Cycle</p>	<p>N/A</p>
<p>Year</p>	
<p>Support Tier</p>	
<p>ESSA Status</p>	<p>TS&I</p>
<p>* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.</p>	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	230	268	250	0	0	0	0	748
Attendance below 90 percent	0	0	0	0	0	0	35	27	33	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	16	23	0	0	0	0	39
Course failure in Math	0	0	0	0	0	0	0	36	25	0	0	0	0	61
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	0	0	0	0	0	10	9	7	0	0	0	0	26
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The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year	0	0	0	0	0	0	1	0	0	0	0	0	0	1
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Students retained two or more times	0	0	0	0	0	0	1	2	0	0	0	0	0	3
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Date this data was collected or last updated

Friday 10/2/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Number of students enrolled	0	0	0	0	0	0	284	272	259	0	0	0	0	815
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Attendance below 90 percent	0	0	0	0	0	0	13	19	8	0	0	0	0	40
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One or more suspensions	0	0	0	0	0	0	6	3	10	0	0	0	0	19
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Course failure in ELA or Math	0	0	0	0	0	0	0	39	15	0	0	0	0	54
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Level 1 on statewide assessment	0	0	0	0	0	0	35	49	53	0	0	0	0	137
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The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	0	0	0	0	0	110	110	130	0	0	0	0	350
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The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year	0	0	0	0	0	0	2	2	1	0	0	0	0	5
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Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1
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Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	284	272	259	0	0	0	0	815
Attendance below 90 percent	0	0	0	0	0	0	13	19	8	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	6	3	10	0	0	0	19	
Course failure in ELA or Math	0	0	0	0	0	0	0	39	15	0	0	0	54	
Level 1 on statewide assessment	0	0	0	0	0	0	35	49	53	0	0	0	137	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	110	110	130	0	0	0	0	350

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	2	1	0	0	0	5	
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	1	

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	37%	57%	54%	34%	56%	52%
ELA Learning Gains	43%	57%	54%	42%	57%	54%
ELA Lowest 25th Percentile	36%	48%	47%	34%	47%	44%
Math Achievement	41%	60%	58%	40%	59%	56%
Math Learning Gains	45%	58%	57%	52%	59%	57%
Math Lowest 25th Percentile	36%	49%	51%	37%	49%	50%
Science Achievement	40%	49%	51%	33%	50%	50%
Social Studies Achievement	66%	71%	72%	73%	73%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	39%	57%	-18%	54%	-15%
	2018	37%	54%	-17%	52%	-15%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	28%	55%	-27%	52%	-24%
	2018	36%	54%	-18%	51%	-15%
Same Grade Comparison		-8%				
Cohort Comparison		-9%				
08	2019	38%	59%	-21%	56%	-18%
	2018	36%	60%	-24%	58%	-22%
Same Grade Comparison		2%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	37%	58%	-21%	55%	-18%
	2018	40%	55%	-15%	52%	-12%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2019	28%	53%	-25%	54%	-26%
	2018	36%	54%	-18%	54%	-18%
Same Grade Comparison		-8%				
Cohort Comparison		-12%				
08	2019	25%	45%	-20%	46%	-21%
	2018	16%	47%	-31%	45%	-29%
Same Grade Comparison		9%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	25%	43%	-18%	48%	-23%
	2018	38%	45%	-7%	50%	-12%
Same Grade Comparison		-13%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	96%	67%	29%	67%	29%
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	71%	-6%	71%	-6%
2018	72%	70%	2%	71%	1%
Compare		-7%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	82%	61%	21%	61%	21%
2018	88%	63%	25%	62%	26%
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	56%	44%	57%	43%
2018	88%	51%	37%	56%	32%
Compare		12%			

Subgroup Data

2019 SCHOOL GRADE 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 2017-18	C & C Accel 2017-18
SWD	18	29	27	18	40	45	26	37			
ELL	32	48	38	31	52	50	29	62			
BLK	34	41	37	38	42	33	36	67	82		
HSP	38	44	38	46	52	50	43	62	74		
MUL	69	46		57	38						
WHT	60	57		53	50		82		73		
FRL	34	42	37	39	45	35	37	65	77		

2018 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	20	47	45	18	36	39	23	54			
ELL	20	54	52	18	38	54	13	55			
BLK	33	47	49	38	40	40	37	70	79		
HSP	44	46	33	48	47	55	48	80	74		
MUL	55	55		60							
WHT	59	65		74	65			100			
FRL	36	47	45	41	42	43	39	72	77		

2017 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16
SWD	10	34	29	25	45	31	19	47			
ELL	12	35	33	29	56	29		55			
BLK	30	40	30	34	50	39	29	74	73		
HSP	40	44	42	51	60	37	44	65	64		
MUL	40	46		54	38						
WHT	64	64		65	59						
FRL	32	41	33	38	52	37	32	71	74		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	466
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

7th grade ELA, 6th, 7th grade Math and 8th grade Science showed the lowest performance.

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

7th grade ELA, 6th, 7th grade Math and 8th grade Science showed the lowest performance.

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.

The greatest gap was 6th grade Math which went from 55% to 52% State wide. New implementations have been made to ensure progress is made during the school year. Homework help and the utilization of learning applications offered through eLearning will assist in improving this gap.

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

Science (Biology) and Literacy has shown the most improvements. Certain actions have been in place to ensure that Literacy continues to grow and improve throughout the school year. Grammar, writing instruction and reading strategies have been routinely practiced throughout Reading and ELA classes to proactively enhance the upcoming FSA ELA scores. Social Studies has also implemented strategies to assist in students acquiring the necessary assistance in ELA.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The two potential areas of concern are: # of Students Level 1 On Statewide assessment in 7th and 8th grade and # of Students With Course Failure In ELA or Math.

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

1. Lowest 25%- ELA
2. Lowest 25%- Math
3. SWD
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Career & Technical Education

Area of Focus
Description and Rationale:
 1. Short term goal: Tech & STEM proficiency of basic Office 365 tools
 2. Long term goal: Implement Problem-Solving (engineering-design) process

Measurable Outcome:
 1. Short term goal: Increase students & teacher Tech & STEM proficiency of basic Office 365 tools by the end of Q2- 75% student proficiency in select applications-1.) Powerpoint and 2.) FlipGrid or choice of subject specific application.
 2. Long term goal: 75% of students will achieve a level 3 depth of response on their Problem-Solving (engineering-design) process reports.

Person responsible for monitoring outcome:
 [no one identified]

Evidence-based Strategy:
 1. Short and long term goals will be met by employing the use of rubrics as an evidence-based strategy as well as PBL/ Design Process. Rubrics will be used to measure proficiency in select applications and depth of response on Problem-Solving process.

Rationale for Evidence-based Strategy:
 1. Short term goal: Rubrics will be used to guide student progress in reaching desired proficiency goal for selected Office 365 applications. Resources shown below:
<https://www.effectiveeducators.com/iob/attachment/show/572268b7e4b0031c8dde17ad>
<https://www.effectiveeducators.com/iob/attachment/show/57226954e4b0031c8dde1a0b>
 2. Long term goal: We will also include the use of rubrics particularly a Depth of Response Rubric that will serve to collect formative data on Problems Solving Skills throughout the year.
 a. BCPS Applied Learning Department suggests this implementation to support STEM magnet program.
 b. PBS Kids: Engineers rely on the design process to guide them. It's the series of steps they use to come up with solutions.
 c. Teach Engineering: The engineering design process emphasizes open-ended problem solving and encourages students to learn from failure. This process nurtures students' abilities to create innovative solutions to challenges in any subject!
 d. PBL Works: Inherent in Project Based Learning is the design thinking process that questions, opens up, builds, iterates, tests and redesigns, then starts all over again. There are many models of design thinking; it is a process that is always developing and changing.

Action Steps to Implement

- 1. Short term goal:
 - a. Identify which basic Office 365 tools will be used to determine instruction/assessment
 - b. Determine basic applications of selected tools
 - c. Identify a rubric for the selected basic Office 365 tools
 - d. Assign student-paced activities/tasks
 - e. Review results individually/whole group
- 2. Long term goal:
 - a. Refine questions aligned to the Problem-Solving Process
 - i. Receive input from elective teachers
 - b. Identify a rubric for the refine questions
 - i. Receive input from elective teachers

- c. Facilitate professional development on the use/implementation of the Problem-Solving Process
- d. Assign questions to students' activities/tasks
- e. Review results individually/whole group

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to ELA

Area of Focus

Description and Rationale: Increasing student learning gains in Literacy.

Measurable Outcome: As of the last FSA from 2019, less than half (43%) of our students are making learning gains.

Person responsible for monitoring outcome: Jenna Gentile (jenna.gentile@browardschools.com)

Evidence-based Strategy: By May 2021, 75% of ELA students will make learning gains as evidenced by the ELA FSA.

Rationale for Evidence-based Strategy: The rationale for using formative assessments is that teachers can monitor and provide ongoing feedback to students and this feedback helps to improve the teacher's instructional practices and it improves student learning. Formative assessments help students to identify their strengths and weaknesses. It also targets the specific areas that need work.

Action Steps to Implement

1. Research the meaning of formative assessments. Research the types of formative assessments.
2. Utilize grade level common planning time to collaborate to create or find formative assessments.
3. Administer formative assessments to students. Track data.
4. Make informed decisions during common planning time and PLC time about how to respond to data.

Person Responsible [no one identified]

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Student Engagement- Students engagement was chosen based on the 2018-2019 Math FSA, 41% of students were proficient.
Measurable Outcome:	By May 2021, we are expecting 51% of our students to show proficiency.
Person responsible for monitoring outcome:	Deirdre Benka-Coker (deirdre.benka-coker@browardschools.com)
Evidence-based Strategy:	Teachers will be participating will be in Professional Development, use i-Ready, real-world application, and small group differentiated instruction.
Rationale for Evidence-based Strategy:	When students are engaged in the learning experience they will learn the standards and be able to apply it to real-word scenarios and show learning gains on the FSA.

Action Steps to Implement

1. Individual student learning with the use of i-Ready for both individual learning path and teacher assigned on grade level lessons. 2. Having students show work for all tests and assignments. This includes CFA assignments and iReady assignments, teachers are responsible for monitoring their students. 3. Common formative assessments and mini-Assessments for students of the same content and curriculum. 4. Teachers collaborate at a minimum of weekly about instructional strategies, test results, and adjustments in presentation of curriculum including student engagement. 5. Continuous formative assessments using tools such as Nearpod, discussions, Quizizz, as well as other software. 6. Emphasis on feedback at all levels: students to teachers, teachers to students, teachers to administration and administration to teachers. 7. Focus on Error Analysis 8. Data chats with teachers after common formati

Person Responsible [no one identified]

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:	Increase Civics scores from 66% proficient to 74%- Increasing Proficiency
Measurable Outcome:	End of Course Civics Exam
Person responsible for monitoring outcome:	Deirdre Benka-Coker (deirdre.benka-coker@browardschools.com)
Evidence-based Strategy:	Benchmark quizzes and CFAs
Rationale for Evidence-based Strategy:	This strategy is data driven and will help determine areas of focus in preparation for the EOC.

Action Steps to Implement

1. Fuse ELA standards with SS standards 2. Collaborate with grade level ELA teachers 3. Commit to holding students accountable with grammar in our daily assignments 4. Administer CFAs with EOC style questions

Person Responsible [no one identified]

#5. Instructional Practice specifically relating to Science

Area of Focus

Description and Rationale: Science proficiency

Measurable Outcome:

The percentage of 8th grade students and 7th grade GEARS students scoring a 3,4 or 5 will increase from 40-45% by May 20, 2020 as measured by the SSA (Statewide Science Assessment)

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

This year our 7th grade GEARS Students will take the 8th grade Statewide Science Assessment (SSA) along with our 8th grade students. Mr. Kadhum teaches the 7th grade GEARS students as well a 3 8th grade classes. Mr. Montalto will work closely with Mr. Kadhum to make sure that he uses all of the strategies that we use in the 8th grade to assure that our 7th graders will be prepared for the Statewide Science Assessment.

Rationale for Evidence-based Strategy:

Mini Lessons will be the main strategy that we implement this year. Our mini lessons are a 10 minute review each morning of a standard from 6th or 7th grade. We will do the lesson on a standard each day for 9 days. On the 10th day the students will be given a 5 question Mini Assessment. For the 7th grade GEARS students we will mini lessons will review the 6th grade curriculum. We have done this each year except for one and that year we dropped 6%. Every year that we have done this strategy we have improved at least 3% over the previous year scores. We are also using common formative assessments that are rigorous for the students. The rationale for this is to get the students use to the types of questions that they will see on the Statewide Science Assessment.

Action Steps to Implement

1. Mini Lesson and Mini Assessments
2. Common Formative Assessments
3. Planning together among the 3 grade levels. Each grade level will plan together on Wednesdays during their planning period.
4. Our PLC's will also help with the planning piece along with analyzing data together and sharing best practices.
5. Data chats will be used to show the students their progress along the way.
6. Lastly, we will use our District Instructional Specialist (Tracy Colucci) for support and ideas to help our students reach their goal

Person Responsible

[no one identified]

#6. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Lowest 30% of ESE Students in Reading and Math as measured by the 2019 FSA- Increase Reading and Math Skills, increase proficiency, and learning gains within ESE student population
Measurable Outcome:	The percentage of lowest 30% ESE students scoring proficient or higher in FSA ELA + Math will increase from 36% to 47% by the end of May 2021 as measured by the ELA and Math FSA.
Person responsible for monitoring outcome:	Brisco Decembert (b.decembert@browardschools.com)
Evidence-based Strategy:	Diagnostic assessments, continuous progress monitoring, remediation and enrichment as needed.
Rationale for Evidence-based Strategy:	To determine student baseline, increase testing strategies. Students will take i-Ready Reading and Math diagnostic and through progress monitoring, remediation, enrichment students will increase progress.

Action Steps to Implement

1. Identify eligible students and place into subgroups
2. Pull out for additional reading and math standards, identified within Math and Reading PLCs
3. Progress monitor students
4. Remediate/Enrich based on data

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

We are intentionally focusing on each of our subgroups. We are continuing to focus discussions and feedback on student engagement, which impacts their learning gains.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

McNicol's schoolwide positive behavior model is preventative, multi-tiered, and culturally responsive. It is geared to reducing the discipline gap, and designed to meet the social-emotional, and academic needs of

both students and their families. Our positive behavior intervention strategies are structured on the following principles:

- a functioning team and administrative support
- faculty & stakeholder commitment
- meeting school-wide behavior expectations
- reward programs.

The design engages stakeholders in the decision-making process with the goal to reducing discipline incidents.

Our program is designed with a system of rewards, such as monthly student social activities, field trips, positive behavior raffles, pep- rallies, sporting events, and various other activities that promote, positive student behavior. Our core values or 4 B'S are:

- Be safe
- Be a learner
- Be respectful and
- Be responsible.

Furthermore, students are taught life skills, and relatable cultural experiences geared to closing the academic achievement gap. McNicol's reward programs, ensure accountability and our school's commitment to equitable student behavior outcomes.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education				\$10,892.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5900		0481 - Mcnicol Middle School	Other		\$7,298.00
			<i>Notes: Fgn Lan/Intl Std - Magnet Fgn Lan/Intl Std - Magnet Fgn Lan/Intl Std - Magnet Fgn Lan/Intl Std - Magnet</i>			
	5900		0481 - Mcnicol Middle School	Other		\$2,844.00
			<i>Notes: Sci/Math//PreEng - Magnet Sci/Math//PreEng - Magnet Sci/Math//PreEng - Magnet</i>			
	5900		0481 - Mcnicol Middle School	Other		\$750.00
			<i>Notes: Innov Pgm Sch - Magnet Innov Pgm Sch - Magnet Innov Pgm Sch - Magnet</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Science				\$455.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	790-Miscellaneous Expenses	0481 - Mcnicol Middle School	Other		\$455.00

						<i>Notes: Instr Mat-Adopted Science Lab Science Lab Science Lab</i>
6	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$5,014.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5200	510-Supplies	0481 - Mcnicol Middle School	Other		\$2,000.00
	5200	140-Substitute Teachers	0481 - Mcnicol Middle School	Other		\$3,014.00
Total:						\$393,339.25