Broward County Public Schools

Coral Springs Middle School

2021-22 Schoolwide Improvement Plan

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Coral Springs Middle School

10300 WILES RD, Coral Springs, FL 33076

[no web address on file]

Demographics

Principal: Jill Slesinski

Start Date for this Principal: 7/25/2018

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	52%
2020-21 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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (60%) 2016-17: B (58%)
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	

* 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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10300 WILES RD, Coral Springs, FL 33076

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	46%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Coral Springs Middle school is to educate our students to succeed in tomorrow's world.

Provide the school's vision statement.

The vision of Coral Springs Middle is focused on providing every student with rigorous, relevant, and enriching experiences that allow students to reach their maximum potential and prepare them for high school and beyond.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
La Rosa, Sara	Principal	Principal oversees administrative team and their respective duties as well as the safety and security of the campus.
Argent, David	Assistant Principal	Job duties and responsibilities include overseeing the teacher evaluations and instruction in Math and Elective courses as well as supervising Security Staff and Facilities. Additionally, Mr. Argent's areas of responsibility expand to the bell schedule, Smart Bond initiative, Student Services, Property & Inventory, Security and Safety drills and measures, Matriculation from Elementary school, PTA/SAF/SAC, Facility Leases, Staff Rocognition, Technology programs or issues, Business Partnerships, Food Services Liaison, and EEO Liaison.
Matthews, Roxana	Assistant Principal	Job duties and responsibilities include overseeing the teacher evaluations and instruction in Science and English Language Arts courses, as well as supervising the Clerical staff. Additionally, Mrs. Matthew's responsibilities expand to oversee all Athletics and extracurricular activities calendar and approvals, ESOL, Guidance and Testing, Professional Development, Service Staff, the master schedule, matriculation to high school, Course Recovery, Internal Suspension, Naviance, Open House events, Positive Behavior Plan, SEL Initiatives, Substitutes, Student Incentives, and TIER Program for new educators.
Daniel, Tangela	Assistant Principal	Job duties and responsibilities include overseeing the teacher evaluations and instruction in Reading and Social Studies courses, ESLS teachers and facilitators, as well as supervising the ESLS staff/paraprofessionals. Additionally, Dr. Daniel's responsibilities expand to oversee all Safety/Security, ESE - IEP/504 Plan maintenance and implementation, Title 1, Matriculation from 6th grade, Student Attendance, MTSS/CPST/RTI, Clinic, Grants, Hero system implementation and follow-up, Marquee, Monthly Heritage activities, Parent Communication, Transportation issues, Textbooks and Media, Volunteers/Mentors.

Demographic Information

Principal start date
Wednesday 7/25/2018, Jill Slesinski

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.*
16

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.*
45

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

972

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	288	325	358	0	0	0	0	971
Attendance below 90 percent	0	0	0	0	0	0	1	0	1	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	2	3	7	0	0	0	0	12
Course failure in Math	0	0	0	0	0	0	11	25	26	0	0	0	0	62
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	43	52	78	0	0	0	0	173
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	64	83	82	0	0	0	0	229
Number of students with a substantial reading deficiency	0	0	0	0	0	0	14	19	11	0	0	0	0	44

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	9	11	10	0	0	0	0	30

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	2	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	1	0	1	0	0	0	0	2

Date this data was collected or last updated

Wednesday 9/29/2021

2020-21 - 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	320	327	398	0	0	0	0	1045
Attendance below 90 percent	0	0	0	0	0	0	19	13	20	0	0	0	0	52
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	41	62	57	0	0	0	0	160
Course failure in Math	0	0	0	0	0	0	81	19	62	0	0	0	0	162
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	41	36	60	0	0	0	0	137
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	40	36	70	0	0	0	0	146

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	0	0	0	0	0	0	0	

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	0	0	2	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	2	3	3	0	0	0	0	8

2020-21 - 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	320	327	398	0	0	0	0	1045
Attendance below 90 percent	0	0	0	0	0	0	19	13	20	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	14	21	6	0	0	0	0	41
Course failure in ELA	0	0	0	0	0	0	41	62	57	0	0	0	0	160
Course failure in Math	0	0	0	0	0	0	81	19	62	0	0	0	0	162
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	41	36	60	0	0	0	0	137
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	40	36	70	0	0	0	0	146

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	69	77	99	0	0	0	0	245

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	0	0	2	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	2	3	3	0	0	0	0	8

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				64%	57%	54%	61%	57%	53%
ELA Learning Gains				58%	57%	54%	56%	57%	54%
ELA Lowest 25th Percentile				43%	48%	47%	49%	50%	47%
Math Achievement				64%	60%	58%	63%	60%	58%
Math Learning Gains				59%	58%	57%	60%	59%	57%
Math Lowest 25th Percentile				42%	49%	51%	45%	50%	51%
Science Achievement				52%	49%	51%	51%	52%	52%
Social Studies Achievement				87%	71%	72%	86%	72%	72%

Grade Level Data Review - State Assessments
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	2021					
	2019	60%	57%	3%	54%	6%
Cohort Comparison						
07	2021					
	2019	61%	55%	6%	52%	9%
Cohort Comparison		-60%				
08	2021					
	2019	65%	59%	6%	56%	9%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	59%	58%	1%	55%	4%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	61%	53%	8%	54%	7%
Cohort Comparison		-59%				
08	2021					
	2019	30%	45%	-15%	46%	-16%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	41%	43%	-2%	48%	-7%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	67%	31%	67%	31%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	71%	15%	71%	15%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	61%	35%	61%	35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	56%	44%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Literacy progress monitoring tools for grades 6-8 are the HMH Growth Measure administered through ELA courses, HMH Reading Inventory and Phonics Inventory administered to students in Intensive Reading courses, as well as the i-ready Fall diagnostic. Math progress monitoring tools for grades 6-8 are in program Unit assessments as well as the i-ready Fall diagnostic in Math.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	47	54
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45	46	-
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	48	43
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	28	-
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			66
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51	52	56
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6	14	-
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			48
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	29	40	29	22	18	11	24	31			
ELL	41	43	30	38	25	8	29	66	57		
ASN	83	66		85	55		88	96	78		
BLK	40	36	23	29	18	13	29	48	50		
HSP	55	49	28	43	25	18	42	67	62		
MUL	50	43		43	13		50		82		
WHT	61	52	31	59	30	15	63	75	65		
FRL	43	39	25	33	20	15	39	53	52		
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	23	39	36	25	35	28	24	59	45		
ELL	43	50	42	44	55	48	31	74	62		

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
ASN	91	74		89	78		95	100	100		
BLK	50	47	37	47	48	32	31	81	71		
HSP	58	56	49	58	56	49	51	87	70		
MUL	79	72		64	56		65	86	73		
WHT	75	64	44	79	67	52	64	91	87		
FRL	52	51	38	48	48	36	38	81	65		
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	39	39	21	43	40	17	52			
ELL	34	54	56	46	61	50	33	76	36		
ASN	83	78		88	81	64	76	100	96		
BLK	50	52	50	49	52	42	40	78	58		
HSP	54	49	43	60	59	49	42	80	59		
MUL	67	51		68	58	33	50	100			
WHT	72	62	50	76	66	51	64	92	68		
FRL	51	52	48	52	56	44	42	79	60		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	444
Total Components for the Federal Index	10
Percent Tested	79%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Pre-pandemic data showed our school-wide Literacy and Math data trending upward. Learning gains amongst the lowest quartile continued to fluctuate in both areas as well as in acceleration courses. Most recent data from 2021 is missing nearly a quarter of our student population and is therefore a misleading snapshot of the true capability of our student population. Beginning of the year progress monitoring data (Fall 2021) is more accurate and shows 64% proficient in the ELA Growth Measure. The initial i-ready Fall diagnostic in Math shows 20% proficient and an additional 36% one grade level below.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data components demonstrating need for improvement continue to be the lowest quartile in both Reading and Math. Additionally math diagnostic data shows great need for improvement for all students not currently enrolled in high school math courses.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Virtual learning was challenging in all subject areas, but math courses were particularly effected adversely. Contributing factors were students with cameras off, delays in virtual responses, the inability to see students' facial expressions of confusion or frustration, and when teachers shared their screens to teach or show content, they were unable to see students simultaneously. New actions to address all areas of improvement are ensuring students are present at school, engaged in lessons, teachers monitor progress, and remediate as necessary.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Improvement was seen in ELA and Math overall achievement proficiencies. Great improvement was seen in middle school acceleration areas and Civics assessments continued to rise.

What were the contributing factors to this improvement? What new actions did your school take in this area?

To continue growth and improvements in middle school acceleration areas (Biology, Algebra, Geometry) after school enrichment camps were offered both virtually and on-campus in the 2020-21 school year. Additionally, ELA and Math camps were also offered. Having school-wide access to i-ready in both Reading and Math also benefited students and teachers. Students were able to continually build upon their personal areas of need through the personalized pathways in i-ready and

teachers were able to gain great understanding of students' capabilities through diagnostic reports. Teachers were also able to assign lessons as remediation in areas of need.

What strategies will need to be implemented in order to accelerate learning?

Strategies we will implement in order to accelerate learning in all areas are before school weekly help sessions, extended learning opportunities in the form of camps, tutoring & remediation sessions, continued professional collaborations through PLCs, progress monitoring in all core subject ares, continued RtI study and interventions, new textbook and programs professional development, and conitnued collaborations with administration, guidance, and support personnel.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities will continue to be the collaborations of course teachers through their weekly PLC (Professional Learning Communities). Teachers of courses will newly adopted textbooks and programs will continue to be trained to manage these resources effectively. ELA and Reading teachers will continue to learn the B.E.S.T standards for their subjects and grades. Math teachers will begin learning their B.E.S.T. standards for their respective courses and grades as well. Additionally, teachers will be encouraged to attend in-house trainings that focus on technological resources, research-based literacy strategies, as well as ways to implement SEL initiatives in their classrooms.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The additional services that will be implemented to ensure sustainability of improvement in the coming years are the additional support personnel we have employed to work with struggling students (ESSER teacher position) as well as services for after school academic support programs. By working closely to remediate and ensure the growth and ultimate proficiency of our struggling students, we ensure improvement for years to come.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Students with Disabilities, who mostly fall into the subgroup of the lowest 25%, are our most fragile learners, needing the most support in order to succeed nad make gains. 2019 data showed decreases in the learning gains of the lowest 25% in both ELA and Math. Although 2021 did not test our entire populations, these same data points decreased even more significantly.
Measurable Outcome:	By May 2022 at least 50% of our lowest quartile of students will make learning gains in both ELA and Math as measured by Florida Standards Assessment for each respective subject in Spring of 2022. Additionally, by June 2022 Students with Disabilities will score at or above the 41%FPPI.
Monitoring:	This area of focus will be monitored by classroom teachers and support personnel not only by report card achievements but also by progress monitoring tools to indicate growth toward proficiency.
Person responsible for monitoring outcome:	Sara La Rosa (sara.larosa@browardschools.com)
Evidence-based Strategy:	Evidenced-based strategies to be implemented for Reading instruction will be targeting foundational deficits with increased phonetic, decoding, and fluency instruction through evidence-based programs - Read 180 and System 44. Increased use of comprehension and vocabulary strategies in all subject areas will also be employed to target this area of focus. Math students will take the Fall i-ready diagnostic in order to receive access to the program's personalized pathway, providing instruction based on individualized needs. Students will be encouraged to complete at least one lesson per week in their individualized path for math.
Rationale for Evidence-based Strategy:	The rationale for the evidence-based support programs to be used with struggling students is for their individual areas of need to be targeted and remediated in order to make learning gains towards proficiency. These technology-driven programs allow students to work below grade level with attention to their personalized needs.

Action Steps to Implement

1. Read 180 and System 44 Intensive Reading programs

Person Responsible	Tangela Daniel (tangela.daniel@browardschools.com)

2. Intervention implementation of i-ready in Math courses.

Person Responsible	David Argent (david.argent@browardschools.com)

3. Extended learning opportunities - before/after school academic sessions/camps

Person Responsible	Roxana Matthews (rmatthews@browardschools.com)

4. Supplemental Support positions

Person Responsible	Sara La Rosa (sara.larosa@browardschools.com)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Literacy, the ability to read, write, and comprehend language in order to communicate ideas, is the cornerstone of learning and an essential component of all curricular areas. At Coral Springs Middle, we seek continuous improvement in the are of English Language Arts for all of our students. Due to the fact that our most recent state assessments did not assess our entire school population, we will look at current beginning of the year diagnostic data. The HMH Growth Measure reports 54.6% of students on level and 9.3% above level while 36.1% scored below level. The Fall i-ready diagnostic showed 40% of students on or above grade level, 20% one grade level below, and 40% one or more levels behind.
Measurable Outcome:	By June 2022, 65% of Coral Springs Middle students will score proficient or higher as measured by the Florida Standards Assessment in Spring of 2022.
Monitoring:	Teachers and administration will monitor ELA proficiency through the common formative assessment tool, the HMH Growth Measure. This test will be administered at the beginning, middle, and end of the year.
Person responsible for monitoring outcome:	Tangela Daniel (tangela.daniel@browardschools.com)
Evidence-based Strategy:	Evidenced-based literacy strategies to increase vocabulary and comprehension will be employed through all subject areas. ELA teachers will continue to expose students to complex texts and novels through class-wide close-readings and literary analysis discussions. ELA teachers will lead writing instruction in their classrooms, participate in school-wide writing simulations, and conduct individual writing conferences to ensure improvement.
Rationale for Evidence-based Strategy:	In order to increase Literacy proficiency, CSMS teachers will continue to monitor grade-level expectations in communication standards through school-wide writing simulations. The ability to conference with students about their personal writing/essays will significantly aid in their communication development.

Action Steps to Implement

1. School-wide writing simulations and teacher-led writing conferences

Person Responsible	Roxana Matthews (rmatthews@browardschools.com)

2. Professional development for B.E.S.T standards and new instructional materials/programs

Person Responsible	Donna DeStefano (donna.destefano@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Using the Safe Schools for Alex data dashboard, Coral Springs Middle School reported 4.2 incidents per 100 students. When compared to all middle/junior schools statewide, it falls into the high category. Primary area of concern is violent incidents of student fighting and secondary area of concern in Drug/Public Order Incidents of tobacco use. The school culture and environment will be monitored through regular collaborations with teachers and guidance and administration, continued promotion of positive behavior initiatives, continued connection and availability of counselors to know and advocate for students, and incident data is reported monthly to all stakeholders via our School Advisory Council.

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.

Coral Springs Middle continues to build a positive school culture by building, maintaining, and improving upon relationships with all stakeholders. Parental and community involvement are crucial to all successful educational programs and CSMS takes varying steps and initatives to maintain an open door policy, be welcoming and inviting to all, encourage participation at any level, as well as eliciting the needs of our stakeholders and being responsive to such needs. This involves the collaborative and often overlapping measures of many groups and individuals, such as the Title 1 Liaison, the social workers, the school resource officer, the Literacy Coach, the Guidance counselors, and parent organizations to say a few. On campus our admin, teachers, and staff are visible, approachable and interacting with all. After hours, our newsletters, website, and weekly calls from the principal are key in keeping up with varying events, resources, and information. Our monthly School Advisory Council meetings as well as Parent Teacher Association meetings are excellents avenues to voice concerns, ask questions, or just be in the know of every initiative and decision which impacts CSMS. Additionally our extra-curricular groups take the lead in school-wide spirit events and positive initiatives that contribute to a positivity school-wide.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

*Nicole Beaney - Student Government Association giving students voice; Guidance Director overseeing Red Ribbon Week, Peace Week, Start With Hello initiatives
*Sara La Rosa - oversees Character Coins and weekly incentives promoting character traits, kindness,

good choices, and positive reinforcement.
*Classroom teachers and all staff members - providing character coins to students caught doing the right thing
*SEL committee - teacher and support staff members committed to sharing positivity through varying Social Emotional Initiatives

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$9,540.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100		2561 - Coral Springs Middle School	Title, I Part A		$9,540.00
			Notes: Conduct FSA/ELO camps			
2	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$2,783.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400		2561 - Coral Springs Middle School	Title, I Part A		$2,783.00
			Notes: Subs for TDA by content for various professional development			
					Total:	$12,323.00