

Broward County Public Schools

Sawgrass Springs Middle School



2021-22 Schoolwide Improvement Plan

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Sawgrass Springs Middle School

12500 W SAMPLE RD, Coral Springs, FL 33065

[no web address on file]

Demographics

Principal: Melinda Frame Wessinger

Start Date for this Principal: 8/11/2009

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
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 (58%) 2017-18: B (60%) 2016-17: B (59%)
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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Sawgrass Springs Middle School

12500 W SAMPLE RD, Coral Springs, FL 33065

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>54%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>81%</p>

School Grades History

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

School Board Approval

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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.

Saw grass Springs Middle School is a Challenging, Healthy, Engaging, and Supportive (C.H.E.S.S) environment that promotes growth and involvement of all stalk-holders.

Provide the school's vision statement.

Educating today's students to succeed in tomorrow's world.

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
Cecil, James	Principal	Head of Operations/Budget Planning Scheduling Modeling Evaluations
Desruisseaux, Marc	Administrative Support	Title I Designee Technology Support Teacher
Depasquale, Denise	Assistant Principal	Scheduling ELA Department Title I Administrator Discipline ELL Administrator
Hamm, Georgette	Assistant Principal	School Improvement Transportation Discipline Social Science/Electives Department Community Partnerships/Stakeholders Liaison
Greenberg, Lorry	Assistant Principal	Safety Administrator Mathematics and Social Studies Departments Discipline Field Trips/Incentives/ Rewards School Calendar/ Activities
Gray, Lisa	Curriculum Resource Teacher	SAC Member/Chair ESSER Facilitator ELA teacher

Demographic Information

Principal start date

Tuesday 8/11/2009, Melinda Frame Wessinger

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.*

1

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.*

2

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

1,216

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

10

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

10

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	378	442	396	0	0	0	0	1216
Attendance below 90 percent	0	0	0	0	0	0	32	36	33	0	0	0	0	101
One or more suspensions	0	0	0	0	0	0	5	10	17	0	0	0	0	32
Course failure in ELA	0	0	0	0	0	0	10	29	26	0	0	0	0	65
Course failure in Math	0	0	0	0	0	0	38	57	28	0	0	0	0	123
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	62	109	66	0	0	0	0	237
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	62	78	48	0	0	0	0	188
Number of students with a substantial reading deficiency	0	0	0	0	0	0	108	133	150	0	0	0	0	391

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	77	108	113	0	0	0	0	298

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	6	3	0	0	0	0	10

Date this data was collected or last updated

Tuesday 8/24/2021

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	390	414	445	0	0	0	0	1249
Attendance below 90 percent	0	0	0	0	0	0	25	52	69	0	0	0	0	146
One or more suspensions	0	0	0	0	0	0	78	67	66	0	0	0	0	211
Course failure in ELA	0	0	0	0	0	0	23	41	4	0	0	0	0	68
Course failure in Math	0	0	0	0	0	0	23	41	4	0	0	0	0	68
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	88	128	82	0	0	0	0	298
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	88	128	82	0	0	0	0	298

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	42	66	44	0	0	0	0	152

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	3	5	4	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	2	3	2	0	0	0	0	7

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	390	414	445	0	0	0	0	1249
Attendance below 90 percent	0	0	0	0	0	0	25	52	69	0	0	0	0	146
One or more suspensions	0	0	0	0	0	0	78	67	66	0	0	0	0	211
Course failure in ELA	0	0	0	0	0	0	23	41	4	0	0	0	0	68
Course failure in Math	0	0	0	0	0	0	23	41	4	0	0	0	0	68
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	88	128	82	0	0	0	0	298
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	88	128	82	0	0	0	0	298

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	42	66	44	0	0	0	0	152

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	3	5	4	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	2	3	2	0	0	0	0	7

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				57%	57%	54%	58%	57%	53%
ELA Learning Gains				51%	57%	54%	59%	57%	54%
ELA Lowest 25th Percentile				44%	48%	47%	48%	50%	47%
Math Achievement				68%	60%	58%	68%	60%	58%
Math Learning Gains				69%	58%	57%	69%	59%	57%
Math Lowest 25th Percentile				52%	49%	51%	54%	50%	51%
Science Achievement				54%	49%	51%	57%	52%	52%
Social Studies Achievement				67%	71%	72%	73%	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	46%	55%	-9%	52%	-6%
Cohort Comparison		-60%				
08	2021					
	2019	60%	59%	1%	56%	4%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	61%	58%	3%	55%	6%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	58%	53%	5%	54%	4%
Cohort Comparison		-61%				
08	2021					
	2019	69%	45%	24%	46%	23%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	35%	43%	-8%	48%	-13%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	67%	29%	67%	29%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	66%	71%	-5%	71%	-5%

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	100%	61%	39%	61%	39%

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.

All staff should know all achievement data for SWD's, inventory lists and availability, supplemental Material available, supplemental Technology available, and use Minutes with support personnel, coaches, and administrators.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	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	16	32	32	15	22	26	18	26	31		
ELL	46	55	45	34	32	23	15	44	40		
ASN	81	62		69	43		54	82	77		
BLK	41	37	27	38	26	15	34	57	49		
HSP	51	48	47	43	33	30	46	53	57		
MUL	68	52		66	39			80			
WHT	61	45	17	60	34	16	63	61	73		
FRL	44	41	36	36	28	21	32	52	49		
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	19	37	35	31	50	42	17	33	38		
ELL	43	51	46	52	60	53	33	54	24		

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	77	66		95	79		76	88	79		
BLK	45	45	42	56	61	50	41	61	53		
HSP	55	49	40	64	67	54	50	64	50		
MUL	67	54		78	73		45		60		
WHT	64	56	44	76	75	48	63	70	60		
FRL	47	48	42	57	62	49	43	60	47		

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	15	38	35	28	48	44	17	38	14		
ELL	22	49	51	56	69	67	19	50	31		
ASN	71	72		85	79		77	94	68		
BLK	50	57	49	58	63	49	38	70	49		
HSP	54	55	54	67	69	60	50	67	49		
MUL	48	50		77	82	70	33	82			
WHT	65	62	45	72	72	52	76	75	64		
FRL	50	54	47	61	65	54	47	66	45		

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	45
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	45
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	10
Percent Tested	79%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	38
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	67
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	36
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	45
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	61
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	48
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	38
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?

During the pandemic and Online Learning, ELA students declined by 5% and Social Science which declined 14% by all student's including the SWD sub group and lowest 25th percentile that scored lower than the district average.

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

Social Science or Civics which declined 14% by all student's including the SWD sub group and lowest 25th percentile that scored lower than the district average would be the greatest need for improvement.

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

Due to the Pandemic, the entire district was relocated to online learning in order to provide service; Not all students were successful in this form of learning and this has been a major contributor to our need for improvement.

Through the use of Federal Funding or ESSER/SSI More Accessible instructional materials, such as: (e.g., textbook sets to provide intervention strategies, and textbooks with alternate formats: audio/electronic, braille, large print);

The use of more Assistive technologies, supports and services;

More Time for instructional planning is provided (internal and external opportunities for students).

More Allocation of personnel aligned with in-class

support needs of students including : coaches, support facilitators, and ell support.

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

Based of of Progress Monitoring Results in 2019 Mathematics showed the most gains and improvements.

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

The contributing factors for our improvement at this time was that Mathematics teachers and School administrators were able to obtain and allocate more resources(e.g., personnel and materials) to implement effective inclusive practices.

School administrators and Mathematics department were able to provide and monitor the use

of resources across all school teams, such as:

- -- Supplemental materials for core subject areas related to all academic standards.

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

School administrators will obtain and allocate more resources (e.g., personnel and materials) to implement effective inclusive practices.

- School administrators provide and monitor the use of resources across all school teams, such as:
 - -- Supplemental materials for core subject areas related to all academic standards;
 - -- Text sets with differentiated reading levels;
 - -- Accessible instructional materials, (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print);
- School administrators will help staff facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWDs, and provide support for all staff.

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.

CARE professional development intuitive; Training will be provide weekly, and on planning days delivered by district, staff at the schools and their PD committees.

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

Through the use of Federal Funding or ESSER/SSI More Accessible instructional materials, such as: (e.g., textbook sets to provide intervention strategies, and textbooks with alternate formats: audio/electronic, braille, large print);
The use of more Assistive technologies, supports and services;
More Time for instructional planning is provided (internal and external opportunities for students).
More Allocation of personnel aligned with in-class support needs of students including : coaches, support facilitators, and ell support.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: By June 2022, all students in Reading Literacy including SWD will increase their ELA Proficiency from 52% to 60%.

Measurable Outcome: Reading and Literacy growth will be assessed through BSA/FSA and Common Formative Assessments (Into Literature Text).

Monitoring: Faculty and Staff through PLC's and Committees actively monitor their standards, and SIP Goals, to provide any sources of enrichment or intervention needed ; PD's are usually held weekly, and on planning days and is usually delivered by district and school PD committee.

Person responsible for monitoring outcome: Denise Depasquale (denise.depasquale@browardschools.com)

Evidence-based Strategy: The strategy being used to support this focus include: School administrators will obtain and allocate resources (e.g., personnel and materials) to help implement effectiveness of plan description.

- School administrators provide and monitor the use of resources across all school teams, such as:
 - -- Supplemental materials for core subject areas in order to support related to all academic standards;
 - -- Text sets with differentiated reading levels will be assessed.
 - -- Accessible instructional materials, (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print) will be available to students.

School administrators will continue to facilitate the use of resources, by school personnel, in order to implement best practices for inclusive education for all SWDs.

Rationale for Evidence-based Strategy: The CARE professional development intuitive; is the rationale used by School administrators in order to facilitate the use of resources, by school personnel, in order to implement best practices for inclusive education for all students including SWDs.

Action Steps to Implement

All staff should know all achievement data for SWD's, inventory lists and availability, supplemental Material available, supplemental Technology available, and use Minutes with support personnel, coaches, and administrators.

Person Responsible Denise Depasquale (denise.depasquale@browardschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: By June 2022, all students in Reading and Literacy including SWD with the Lowest 25% will increase ELA proficiency from 44% to 49%.

Measurable Outcome: Reading and Literacy Growth will be assessed through BSA /FSA and Common Formative Assessments (Into Literature Text).

Monitoring: Faculty and Staff through PLC's and Committees actively monitor their standards, and SIP Goals, to provide any sources of enrichment or intervention needed; PD's are usually held weekly, and on planning days and is usually delivered by district and school PD committee.

Person responsible for monitoring outcome: Denise Depasquale (denise.depasquale@browardschools.com)

Evidence-based Strategy: The strategy being used to support this focus include: School administrators will obtain and allocate resources (e.g., personnel and materials) to help implement effectiveness of plan description.

- School administrators provide and monitor the use of resources across all school teams, such as:
 - -- Supplemental materials for core subject areas in order to support related to all academic standards;
 - -- Text sets with differentiated reading levels will be assessed.
 - -- Accessible instructional materials, (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print) will be available to students.

School administrators will continue to facilitate the use of resources, by school personnel, in order to implement best practices for inclusive education for all SWDs.

Rationale for Evidence-based Strategy: The CARE professional development intuitive; is the rationale used by School administrators in order to facilitate the use of resources, by school personnel, in order to implement best practices for inclusive education for all students including SWDs.

Action Steps to Implement

All staff should know all achievement data for SWD's, inventory lists and availability, supplemental Material available, supplemental Technology available, and use Minutes with support personnel, coaches, and administrators.

Person Responsible Denise Depasquale (denise.depasquale@browardschools.com)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

ALL Science 8th Grade students will increase the percentage of level 3 and above by 10% in the 2021-2022 Florida Standards Assessment.

Measurable Outcome:

This will be assessed through CFA's, Canvas Course Modules , and Brain POP software. Science will also be assed by the end of May 2022 as measured by the Statewide Science Assessment (SSA) and the Biology End-of-Course (EOC) exams.

Monitoring:

Faculty and Staff through PLC's and Committees actively monitor their standards, and SIP Goals, to provide any sources of enrichment or intervention needed; PD's are usually held weekly, and on planning days and is usually delivered by district and school PD committee.

Person responsible for monitoring outcome:

Lorry Greenberg (lorry.greenberg@browardschools.com)

Evidence-based Strategy:

The strategy being used to support this focus include: School administrators will obtain and allocate resources (e.g., personnel and materials) to help implement effectiveness of plan description. Accessible instructional materials, (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print);• --will be available to support students. Assistive technologies, supports and services;

- -- Time for instructional planning; and
- -- Allocation of personnel aligned with in-class support needs of students which includes: (Math coaches, Science Teacher Leaders, paraprofessionals, therapists).

Rationale for Evidence-based Strategy:

.The CARE professional development intuitive; is the rationale used by School administrators in order to facilitate the use of resources, by school personnel, in order to implement best practices for inclusive education for all students including SWDs.

Action Steps to Implement

All staff should know all achievement data for SWD's, inventory lists and availability, supplemental Material available, supplemental Technology available, and use Minutes with support personnel, coaches, and administrators.

Person Responsible

Lorry Greenberg (lorry.greenberg@browardschools.com)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

All Biology students will increase the percentage of level 3 and above by 5% in the 2021-2022 Florida Standards Assessment.

Measurable Outcome:

This will be assessed through CFA's, Canvas Course Modules, and Brain POP software. Biology will also be assessed by the end of May 2020 as measured by the Statewide Science Assessment (SSA) and the Biology End-of-Course (EOC) exams.

Monitoring:

Faculty and Staff through PLC's and Committees actively monitor their standards, and SIP Goals, to provide any sources of enrichment or intervention needed; PD's are usually held weekly, and on planning days and is usually delivered by district and school PD committee.

Person responsible for monitoring outcome:

Lorry Greenberg (lorry.greenberg@browardschools.com)

Evidence-based Strategy:

The strategy being used to support this focus include: School administrators will obtain and allocate resources (e.g., personnel and materials) to help implement effectiveness of plan description. Accessible instructional materials, (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print); which will be available to support students.

- -- Assistive technologies, supports and services;
- -- Time for instructional planning; and
- -- Allocation of personnel aligned with in-class support needs of students which also includes: (Math coaches, Science Teacher Leaders, paraprofessionals, therapists).

Rationale for Evidence-based Strategy:

The CARE professional development intuitive; is the rationale used by School administrators in order to facilitate the use of resources, by school personnel, in order to implement best practices for inclusive education for all students including SWDs.

Action Steps to Implement

All staff should know all achievement data for SWD's, inventory lists and availability, supplemental Material available, supplemental Technology available, and use Minutes with support personnel, coaches, and administrators.

Person Responsible

Lorry Greenberg (lorry.greenberg@browardschools.com)

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

By June 2022, ALL Mathematics students will increase proficiency from 46% to 51% by the end of May 2022.

Measurable Outcome:

This will be assessed through the state FSA, the district BSA , Common Formative Assessments, and Imagine Mathematics.

Monitoring:

Faculty and Staff through PLC's and Committees actively monitor their standards, and SIP Goals, to provide any sources of enrichment or intervention needed; PD's are usually held weekly, and on planning days and is usually delivered by district and school PD committee.

Person responsible for monitoring outcome:

Lorry Greenberg (lorry.greenberg@browardschools.com)

Evidence-based Strategy:

The strategy being used to support this focus include: School administrators will obtain and allocate resources (e.g., personnel and materials) to help implement effectiveness of plan description. Accessible instructional materials, (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print); which will be available to support students.

- -- Assistive technologies, supports and services;
- -- Time for instructional planning; and
- -- Allocation of personnel aligned with in-class support needs of students which also includes: (Math coaches, Science Teacher Leaders, paraprofessionals, therapists).

Rationale for Evidence-based Strategy:

The CARE professional development intuitive; is the rationale used by School administrators in order to facilitate the use of resources, by school personnel, in order to implement best practices for inclusive education for all students including SWDs.

Action Steps to Implement

All staff should know all achievement data for SWD's, inventory lists and availability, supplemental Material available, supplemental Technology available, and use Minutes with support personnel, coaches, and administrators.

Person Responsible

Lorry Greenberg (lorry.greenberg@browardschools.com)

#6. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

By June 2022, the percentage of Grade 6 World History students scoring proficient or higher will increase by (proficiency being 70%) 5%.

Measurable Outcome:

This will be assessed through the district BSA and Civics EOC. Teachers will also assess based on their baseline diagnostic assessment administered at the beginning of each quarter, as measured by their performance on the quarterly Common Formative Assessments.

Monitoring:

Faculty and Staff through PLC's and Committees actively monitor their standards, and SIP Goals, to provide any sources of enrichment or intervention needed; PD's are usually held weekly, and on planning days and is usually delivered by district and school PD committee.

Person responsible for monitoring outcome:

Georgette Hamm (georgette.hamm@browardschools.com)

Evidence-based Strategy:

The strategy being used to support this focus include: School administrators will obtain and allocate resources (e.g., personnel and materials) to help implement effectiveness of plan description.

- School administrators provide and monitor the use of resources across all school teams, such as:
 - -- Supplemental materials for core subject areas in order to support related to all academic standards;
 - -- Text sets with differentiated reading levels will be assessed.
 - -- Accessible instructional materials, (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print) will be available to students.

School administrators will continue to facilitate the use of resources, by school personnel, in order to implement best practices for inclusive education for all SWDs.

Rationale for Evidence-based Strategy:

The CARE professional development intuitive; is the rationale used by School administrators in order to facilitate the use of resources, by school personnel, in order to implement best practices for inclusive education for all students including SWDs.

Action Steps to Implement

All staff should know all achievement data for SWD's, inventory lists and availability, supplemental Material available, supplemental Technology available, and use Minutes with support personnel, coaches, and administrators.

Person Responsible

Georgette Hamm (georgette.hamm@browardschools.com)

#7. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

By the end of June 2022, all 7th grade students will demonstrate a 14% increase from 57% to 71% on the Civics EOC.

Measurable Outcome:

This will be assessed through the district BSA and Civics EOC. Teachers will also assess based on their baseline diagnostic assessment administered at the beginning of each quarter, as measured by their performance on the quarterly Common Formative Assessments.

Monitoring:

Faculty and Staff through PLC's and Committees actively monitor their standards, and SIP Goals, to provide any sources of enrichment or intervention needed; PD's are usually held weekly, and on planning days and is usually delivered by district and school PD committee.

Person responsible for monitoring outcome:

Georgette Hamm (georgette.hamm@browardschools.com)

Evidence-based Strategy:

The strategy being used to support this focus include: School administrators will obtain and allocate resources (e.g., personnel and materials) to help implement effectiveness of plan description.

- School administrators provide and monitor the use of resources across all school teams, such as:
 - -- Supplemental materials for core subject areas in order to support related to all academic standards;
 - -- Text sets with differentiated reading levels will be assessed.
 - -- Accessible instructional materials, (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print) will be available to students.

School administrators will continue to facilitate the use of resources, by school personnel, in order to implement best practices for inclusive education for all SWDs.

Rationale for Evidence-based Strategy:

The CARE professional development intuitive; is the rationale used by School administrators in order to facilitate the use of resources, by school personnel, in order to implement best practices for inclusive education for all students including SWDs.

Action Steps to Implement

All staff should know all achievement data for SWD's, inventory lists and availability, supplemental Material available, supplemental Technology available, and use Minutes with support personnel, coaches, and administrators.

Person Responsible

Georgette Hamm (georgette.hamm@browardschools.com)

#8. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

By June 2022, the percentage of 8th grade US History students scoring proficient or higher (proficiency being 70%) will increase by 5%.

Measurable Outcome:

This will be assessed through the district BSA and US History EOC. Teachers will also assess based on their baseline diagnostic assessment administered at the beginning of each quarter, as measured by their performance on the quarterly Common Formative Assessments.

Monitoring:

Faculty and Staff through PLC's and Committees actively monitor their standards, and SIP Goals, to provide any sources of enrichment or intervention needed; PD's are usually held weekly, and on planning days and is usually delivered by district and school PD committee.

Person responsible for monitoring outcome:

Georgette Hamm (georgette.hamm@browardschools.com)

Evidence-based Strategy:

The strategy being used to support this focus include: School administrators will obtain and allocate resources (e.g., personnel and materials) to help implement effectiveness of plan description.

- School administrators provide and monitor the use of resources across all school teams, such as:
 - -- Supplemental materials for core subject areas in order to support related to all academic standards;
 - -- Text sets with differentiated reading levels will be assessed.
 - -- Accessible instructional materials, (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print) will be available to students.

School administrators will continue to facilitate the use of resources, by school personnel, in order to implement best practices for inclusive education for all SWDs.

Rationale for Evidence-based Strategy:

The CARE professional development intuitive; is the rationale used by School administrators in order to facilitate the use of resources, by school personnel, in order to implement best practices for inclusive education for all students including SWDs.

Action Steps to Implement

All staff should know all achievement data for SWD's, inventory lists and availability, supplemental Material available, supplemental Technology available, and use Minutes with support personnel, coaches, and administrators.

Person Responsible

Georgette Hamm (georgette.hamm@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

The Discipline data is assessed twice a quarter (interim and end), administration will use BASIS Behavior Dashboard to determine the number of referrals generated. We want to decrease the amount of referrals by 1% for the 2021-2022 school year.

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.

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Ensure a safe and nurturing environment for on-line during remote learning due to COVID-19 or on-campus learning
 - Maximize the effectiveness of instruction by keeping teachers updated on the most current instructional strategies
 - Increase student achievement in reading, writing, math and science
 - Collaborate with parents and community in a partnership characterized by communication and mutual respect
 - Teach and support core values such as honesty, self-control, respect, kindness, citizenship, tolerance, cooperation and responsibility
 - Continue to keep parents involved in school activities via virtual meetings when the District moves to remote learning as well as during on-campus learning

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

Sawgrass Springs Middle, and the parents and students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

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	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
7	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
8	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00