

Broward County Public Schools

# Pompano Beach Middle School



## 2021-22 Schoolwide Improvement Plan

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# Pompano Beach Middle School

310 NE 6TH ST, Pompano Beach, FL 33060

[ no web address on file ]

## Demographics

**Principal: Lisa Livingston**

Start Date for this Principal: 4/1/2000

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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* Multiracial Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (48%) 2017-18: C (46%) 2016-17: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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](http://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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## Pompano Beach Middle School

310 NE 6TH ST, Pompano Beach, FL 33060

[ no web address on file ]

### 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	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

### School Grades History

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

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### 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.**

As a school community, we will accept our challenges, realize our visions, understand our diversity and strive to exceed every expectation in delivering a standards-driven curriculum that will foster self-directed life-long learning.

#### **Provide the school's vision statement.**

The vision of Pompano Beach Middle School (PBMS) is to provide the highest quality education for all students. The school's vision relates to the magnet theme by preparing students for competitive careers in Information Technology, Communications, Computer Engineering and Integrated Career Academic Networks (iCAN). Students have multiple opportunities to participate in inquiry-based projects, working in small groups or individually on problem solving and research-based activities.

### 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
Braziel, Sonja	Principal	<ul style="list-style-type: none"> <li>• Achieve expected results on the school's student learning goals.</li> <li>• Direct energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</li> <li>• Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</li> <li>• Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.</li> <li>• Recruit, retain, develop and evaluate an effective and diverse faculty and staff.</li> <li>• 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.</li> <li>• Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.</li> <li>• 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.</li> <li>• Structure and monitor a school learning environment that improves learning for a diverse student population.</li> <li>• Establish and coordinate procedures for student, teacher, parent, and community evaluation of curriculum.</li> <li>• Implement and monitor procedures to ensure that the rights of all children and their parents are protected.</li> </ul>
Livingston, Lisa	Assistant Principal	<p>Assist the Principal in providing vision and leadership for the effective operation of the total school program. Assist in developing, implementing, and monitoring high-quality educational programs that optimize human and material resources while coaching, supervising, and evaluating employee performance. Provide instructional leadership for all educational programs at the school while overseeing the safety and security of students and staff.</p>
Thompson-Irwin, Jannette	Magnet Coordinator	<ul style="list-style-type: none"> <li>• Assist in the development and/or writing of specialized curriculum, as needed</li> <li>• Research and provide teachers with appropriate enrichment materials and equipment</li> <li>• Monitor program goals and objectives</li> <li>• Coordinate enrichment activities such as field trips, speakers, and educational presentations</li> <li>• Confer with students and parents regarding academic and personal goals, etc.</li> </ul>



Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Marketing at elementary schools and various community events</li> <li>• Liaison with Transportation Department in matters related to magnet students</li> <li>• Coordinate 5th-grade matriculation with the guidance staff at feeder elementary schools</li> <li>• Coordinate magnet related community events</li> <li>• Coordinate Honor Roll and End-of-Year award assemblies</li> </ul>
Pitt, Novelette	Teacher, ESE	<ul style="list-style-type: none"> <li>• Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually.</li> <li>• Provide information to school-based personnel on a variety of topics to include updating staff on policy changes.</li> <li>• Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor the progress of IEP goals.</li> <li>• Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews.</li> <li>• Meet with ESE curriculum supervisors monthly regarding curricula, related services, and program delivery systems for students with disabilities.</li> <li>• Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student.</li> <li>• Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard.</li> <li>• Assist in identifying, reporting, and correcting IDEA compliance concerns identified internally.</li> <li>• Shall report all compliance concerns directly to the school-based leadership.</li> <li>• Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state, and local laws, rules, policies, and procedures.</li> <li>• Communicate effectively with parents, colleagues, and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity.</li> <li>• Utilize the electronic management system to generate IEP documents.\\</li> <li>• Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</li> <li>• 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</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).

## Demographic Information

### Principal start date

Saturday 4/1/2000, Lisa Livingston

**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.*

**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.*

### Total number of teacher positions allocated to the school

66

### Total number of students enrolled at the school

1,020

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

8

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

12

## 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	342	352	323	0	0	0	0	1017
Attendance below 90 percent	0	0	0	0	0	0	74	98	99	0	0	0	0	271
One or more suspensions	0	0	0	0	0	0	3	11	13	0	0	0	0	27
Course failure in ELA	0	0	0	0	0	0	71	88	93	0	0	0	0	252
Course failure in Math	0	0	0	0	0	0	59	60	69	0	0	0	0	188
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	100	134	125	0	0	0	0	359
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	107	138	135	0	0	0	0	380
Number of students with a substantial reading deficiency	0	0	0	0	0	0	204	212	199	0	0	0	0	615

#### 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	196	187	199	0	0	0	0	582

#### 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	4	6	3	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

#### Date this data was collected or last updated

Tuesday 9/14/2021

#### 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	373	335	340	0	0	0	0	1048
Attendance below 90 percent	0	0	0	0	0	0	56	76	53	0	0	0	0	185
One or more suspensions	0	0	0	0	0	0	87	74	50	0	0	0	0	211
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	69	83	94	0	0	0	0	246
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	71	61	116	0	0	0	0	248

#### 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	91	98	68	0	0	0	0	257

**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	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	3	5	1	0	0	0	0	9

**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	373	335	340	0	0	0	0	1048
Attendance below 90 percent	0	0	0	0	0	0	56	76	53	0	0	0	0	185
One or more suspensions	0	0	0	0	0	0	87	74	50	0	0	0	0	211
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	69	83	94	0	0	0	0	246
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	71	61	116	0	0	0	0	248

**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	91	98	68	0	0	0	0	257

**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	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	3	5	1	0	0	0	0	9

**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				47%	57%	54%	45%	57%	53%
ELA Learning Gains				55%	57%	54%	52%	57%	54%
ELA Lowest 25th Percentile				38%	48%	47%	43%	50%	47%
Math Achievement				48%	60%	58%	49%	60%	58%
Math Learning Gains				47%	58%	57%	52%	59%	57%
Math Lowest 25th Percentile				33%	49%	51%	39%	50%	51%
Science Achievement				40%	49%	51%	36%	52%	52%
Social Studies Achievement				57%	71%	72%	58%	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	44%	57%	-13%	54%	-10%
Cohort Comparison						
07	2021					
	2019	44%	55%	-11%	52%	-8%
Cohort Comparison		-44%				
08	2021					
	2019	44%	59%	-15%	56%	-12%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	39%	58%	-19%	55%	-16%
Cohort Comparison						
07	2021					
	2019	44%	53%	-9%	54%	-10%
Cohort Comparison		-39%				
08	2021					
	2019	33%	45%	-12%	46%	-13%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	36%	43%	-7%	48%	-12%
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	55%	71%	-16%	71%	-16%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	92%	61%	31%	61%	31%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
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.

Grade 6				
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			
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	19	28	21	17	27	30	20	21			
ELL	32	40	32	25	26	33	27	50	51		
ASN	92	83		58	33						
BLK	32	32	21	20	16	24	21	40	32		
HSP	40	43	34	29	27	31	36	45	40		
MUL	47	31		32	19						
WHT	64	55	35	55	31	35	61	66	65		
FRL	36	37	25	25	19	23	31	43	33		
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	24	43	38	22	37	30	25	21	36		
ELL	40	55	43	39	43	35	24	48	61		



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	93	82		93	81						
BLK	34	46	36	35	39	34	27	52	48		
HSP	49	58	41	51	50	33	42	50	65		
MUL	63	79		53	53		60				
WHT	71	67	27	77	59	27	74	77	80		
FRL	39	51	39	41	43	31	32	50	53		
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	17	37	27	26	34	17	13	41	8		
ELL	25	50	49	32	41	41	19	39			
ASN	100	92		100	83						
BLK	33	45	38	37	45	40	25	49	42		
HSP	47	55	48	52	53	39	43	57	40		
MUL	55	36		64	68			64			
WHT	68	67	64	71	66	30	58	84	44		
FRL	40	49	42	44	49	39	33	54	41		

### 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	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	356
Total Components for the Federal Index	10
Percent Tested	91%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	36
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	26
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	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	32
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	52
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	31
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?

A decrease in mathematics within all student-level characteristics (subgroups) was revealed after conducting data analysis. The subgroup that was impacted the most was English Language Learners.

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

Based on progress monitoring and 2021 state assessments, Mathematics demonstrated the greatest need for improvement. This need for improvement was a result of a decrease by 9 points, moving from an average scale score of 320 in 2019 to 311 in 2021.

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

The contributing factors were student deficiencies with grade-level foundational mathematics concepts and a lack of data-driven instructional interventions to close learning gaps. An overall decrease in Number Systems and Expressions and Equations Domains had a negative impact across the other mathematics domains. In order to address this need for improvement, a new mathematics coach was hired to support teachers and the leadership team in implementing effective instructional mathematical practices and strategies. Also, support with monitoring schoolwide response to intervention plans will be a refined action taken this school year.

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

Based on progress monitoring and 2021 state assessments, Reading showed the most improvement. While all subjects showed a decline on the state assessment, Reading only declined 2 points. The average score in 2019 was 325, in 2021, the score was 323.

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

The contributing factor that led to this improvement was the restructuring of the professional learning communities (PLC) in each department. In the past, PLCs existed where teachers planned in isolation without using data to plan the next steps in instruction. New actions that took place were the implementation of the 8-step improvement model and the CARE cycle. For example, teachers collaborated using the data to plan instruction and plan to remediate or enrich students.

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

To accelerate learning, teachers will continue implementing the 8-step improvement model and CARE cycle to ensure students continue to maximize their learning opportunities within the classroom to ensure student achievement.

1. Flexible Grouping
2. Positive reinforcement
3. Remediation with feedback
4. Hattie Effect Sizes

**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.**

The professional development opportunities that will be provided at the school to support teachers and leaders will align with instructional planning, instructional processes and delivery, instructional support, technological support, equity, culturally responsive teaching, and SEL (Social, Emotional, Learning).

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

Additional services that will be implemented to ensure the sustainability of improvement in the next year and beyond were designed behind Knoster's model for successful change. The model introduces five components that are in place to ensure our change is sustainable: Vision, Skills, Incentives, Resources, and a solid Plan. Coaches and resource teachers created a vision for our PLCs, identified the needed skills, have incentives in place, provided resources, and have a solid plan.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to Math**

<b>Area of Focus</b>	An analysis of 2019 and 2021 FSA data revealed that our highest priority area of focus is Mathematics. Based on the latest 2021 math FSA data, 65% of PBMS students were non-proficient in Mathematics.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	By May 2022, Math proficiency scores will increase from 35% to 45% as determined by the Florida State Assessment.
<b>Monitoring:</b>	Teachers will use a variety of formative and summative assessments (including technology-based tracking systems like Mastery Connect and iReady) to track and monitor student mathematical progress. Teachers will participate in professional development on analyzing data to identify students who are in need of intervention and differentiation in mathematics. Assessment data will support teachers in diagnosing math deficiencies and monitoring student progress in math. Staff will regularly meet in department meetings to discuss student progress, analyze assessments and student work, and collaborate to plan strategies for increasing student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as needed. This strategy will be monitored through meetings conducted during PLCs, Department, and Grade-Level and Professional Development.
<b>Person responsible for monitoring outcome:</b>	Lisa Livingston (lisa.livingston@browardschools.com)
<b>Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Instructional Outcomes and Quality Feedback.</li> <li>2. Progress Monitoring through Formative /Summative Assessments.</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Students will be cognitively engaged in instruction when learning is supported with clear instructional outcomes and quality feedback that allows the learner to self-assess progress related to the learning outcome.</li> <li>2. Progress monitoring is a scientifically based practice used to assess student academic progress and evaluate the effectiveness of instruction. Progress monitoring tells the teacher what students have learned and what still needs to be taught.</li> </ol>

**Action Steps to Implement**

- Teachers will use a variety of formative and summative assessments (including technology-based tracking systems like Mastery Connect and iReady) to track and monitor student mathematical progress.
- Teachers will participate in professional development on analyzing data to identify students who are in need of intervention and differentiation in mathematics. Assessment data will support teachers in diagnosing math deficiencies and monitoring student progress in math.
- Staff will regularly meet in department meetings to discuss student progress, analyze assessments and student work, and collaborate to plan strategies for increasing student achievement.

- Students requiring additional assistance and interventions will be identified and plans will be formed for these students as needed. This strategy will be monitored through meetings conducted during PLCs, Department, Grade-Level, and Professional Development.

**Person Responsible** Lisa Livingston (lisa.livingston@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.

## 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.

Pompano Beach Middle addresses building a positive school culture and environment by allowing students to be part of multiple clubs throughout the school, sports, and allow students to deliver the morning announcements. Students have a voice in classes and activities. Teachers have a voice in training, professional development, and curriculum. With students and teachers feeling as if they have a voice, it creates an environment where everyone feels welcomed and brings about positivity.

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

Carreon Jackson- Equity Liaison, Resource Teacher  
 Angela Williams- Surveys (Teachers and Students)  
 Jolie Stevens- Social, Emotional, Learning (SEL); Resource Teacher  
 Danielle Glenn-Wright- Social, Emotional, Learning (SEL); Resource  
 Joseph Wells- Resource Teacher, Shout-Outs, Announcements

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$25,000.00</b>