

Broward County Public Schools

# Nova Middle School



## 2021-22 Schoolwide Improvement Plan

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# Nova Middle School

3602 COLLEGE AVE, Davie, FL 33314

[ no web address on file ]

## Demographics

Principal: Rayner Garranchan

Start Date for this Principal: 6/30/2016

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Middle School<br>6-8   |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2020-21 Title I School</b>  | Yes  |
| <b>2020-21 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 88%  |
| <b>2020-21 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2018-19: B (60%)<br>2017-18: A (62%)<br>2016-17: B (60%)   |
| <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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## Nova Middle School

3602 COLLEGE AVE, Davie, FL 33314

[ no web address on file ]

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|--|
| Middle School<br>6-8                             | Yes                    | 62%  |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                           | No                     | 90%  |

### School Grades History

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

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<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.**

The mission of Nova Middle School is to train pre-service and experienced educators to teach our culturally diverse student population to be literate, productive citizens, using a seamless K-12 curriculum, in collaboration with parents, the community, and partners in higher education.

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

The Vision of Nova Middle School is to prepare students to graduate College and Career Ready by providing students with the opportunity to enroll in various courses that facilitate 21st century learning and allows each student to participate in Project Based Learning to gain real world experience.

### 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  |
|--------------------|---------------------|--|
| Garranchan, Rayner | Principal           | Analyzes Data for each grade level to identify areas of concerns. Creates achievable vision and goal for both students and teachers to strive to achieve. Meets with assistant principals to address school concerns and student achievement. Also meets monthly with Leadership team to address needs by department. Collaborates with school staff to host parent nights for parents, stakeholders and community members. Creates different opportunities for teachers to take part in district training opportunities to increase teacher pedagogy. |
| Jones, Andre       | Assistant Principal | Monitors instruction within the assigned departments to increase student achievements. Conducts observations on teachers to monitor instruction. Facilitate Students Discipline for 6th grade.   |
| Johnkins, Melissa  | Assistant Principal | Monitors instruction within the assigned departments to increase student achievements. Conducts observations on teachers to monitor instruction. Facilitate Students Discipline for 8th grade.   |
| Woehr, Cassandra   | Assistant Principal | Monitors instruction within the assigned departments to increase student achievements. Conducts observations on teachers to monitor instruction. Facilitate Students Discipline for 7th grade.   |
| Wilson, Dierdre    | School Counselor    | 6th Grade guidance counselor Meets with individual students to address student conflicts and behavior and participates in RTI interventions for 6th grade.   |
| Balbuena, Aixa     | Teacher, ESE        | Meets with individual students to address student conflicts and behavior and academic intervention and participates in RTI interventions for 6th, 7th, 8th grade.  |
| Jones, Wanda       | Teacher, K-12       | Head of the elective department. Facilitates PLC's with teachers on a bimonthly basis to collaborate with administration to increase student achievement. Also meets with teachers for monthly department meetings to disseminate information from leadership meetings.  |
| Welsh, Marie       | Teacher, K-12       | Head of the Language arts department. Facilitates PLC's with teachers on a bimonthly basis to collaborate with administration to increase student achievement. Also meets with teachers for monthly department meetings to disseminate information from leadership meetings.   |
| Theisen, Matthew   | Teacher, K-12       | Head of the History department. Facilitates PLC's with teachers on a bimonthly basis to collaborate with administration to increase student achievement. Also meets with teachers for monthly department meetings to disseminate information from leadership meetings.   |



| Name             | Position Title   | Job Duties and Responsibilities   |
|------------------|------------------|---|
| Herring, Racquel | Teacher, K-12    | Head of the Reading department. Facilitates PLC's with teachers on a bimonthly basis to collaborate with administration to increase student achievement. Also meets with teachers for monthly department meetings to disseminate information from leadership meetings.  |
| Harrigan, Dana   | School Counselor | 8th Grade guidance counselor and Guidance Director Meets with individual students to address student conflicts and behavior and participates in RTI interventions for 8th grade   |
| Barrios, Jessica | Teacher, K-12    | Co-Chair of the Math department. Facilitates PLC's with teachers on a bimonthly basis to collaborate with administration to increase student achievement. Also meets with teachers for monthly department meetings to disseminate information from leadership meetings. |
| Pastor, Ashley   | Teacher, K-12    | Co-Chair of the Math department. Facilitates PLC's with teachers on a bimonthly basis to collaborate with administration to increase student achievement. Also meets with teachers for monthly department meetings to disseminate information from leadership meetings. |
| Atlas, Eli       | Teacher, K-12    | Head of the Science department. Facilitates PLC's with teachers on a bimonthly basis to collaborate with administration to increase student achievement. Also meets with teachers for monthly department meetings to disseminate information from leadership meetings.  |
| Beason, Dedrian  | School Counselor | 7th Grade guidance counselor Meets with individual students to address student conflicts and behavior and participates in RTI interventions for 7th grade.  |

## Demographic Information

### Principal start date

Thursday 6/30/2016, Rayner Garranchan

**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

61

### Total number of students enrolled at the school

1,309

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

9

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

11

## 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 | 493 | 439 | 397 | 0 | 0  | 0  | 0  | 1329  |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 41  | 30  | 33  | 0 | 0  | 0  | 0  | 104   |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 19  | 14  | 4   | 0 | 0  | 0  | 0  | 37    |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 78  | 75  | 78  | 0 | 0  | 0  | 0  | 231   |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 33  | 62  | 86  | 0 | 0  | 0  | 0  | 181   |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 51  | 45  | 59  | 0 | 0  | 0  | 0  | 155   |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 62  | 64  | 42  | 0 | 0  | 0  | 0  | 168   |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 113 | 74  | 89  | 0 | 0  | 0  | 0  | 276   |

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 | 1 | 3 | 3 | 0 | 0  | 0  | 0  | 7     |

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 | 31 | 53 | 63 | 0 | 0  | 0  | 0  | 147   |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 1  | 3  | 3  | 0 | 0  | 0  | 0  | 7     |

Date this data was collected or last updated

Friday 9/17/2021

#### 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 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0 |       |
| Attendance below 90 percent               | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0 |       |
| One or more suspensions                   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0 |       |
| Course failure in ELA                     | 0           | 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  | 0 |       |
| Level 1 on 2019 statewide ELA assessment  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0 |       |
| Level 1 on 2019 statewide Math assessment | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0 |       |

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

| Indicator                            | Grade Level |   |   |   |   |   |   |   |   |   |    |    | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |       |
| 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 | 0 | 0 | 0  | 0  | 0  |  |       |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |  |       |

**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 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0 |       |
| Attendance below 90 percent               | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0 |       |
| One or more suspensions                   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0 |       |
| Course failure in ELA                     | 0           | 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  | 0 |       |
| Level 1 on 2019 statewide ELA assessment  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0 |       |
| Level 1 on 2019 statewide Math assessment | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0 |       |

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

| Indicator                            | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 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 | 0 | 0 | 0  | 0  | 0  |       |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |

## 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             |        |          |       | 63%    | 57%      | 54%   | 65%    | 57%      | 53%   |
| ELA Learning Gains          |        |          |       | 56%    | 57%      | 54%   | 62%    | 57%      | 54%   |
| ELA Lowest 25th Percentile  |        |          |       | 39%    | 48%      | 47%   | 48%    | 50%      | 47%   |
| Math Achievement            |        |          |       | 64%    | 60%      | 58%   | 67%    | 60%      | 58%   |
| Math Learning Gains         |        |          |       | 55%    | 58%      | 57%   | 57%    | 59%      | 57%   |
| Math Lowest 25th Percentile |        |          |       | 41%    | 49%      | 51%   | 37%    | 50%      | 51%   |
| Science Achievement         |        |          |       | 58%    | 49%      | 51%   | 66%    | 52%      | 52%   |
| Social Studies Achievement  |        |          |       | 72%    | 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 | 63%    | 57%      | 6%                         | 54%   | 9%                      |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 62%    | 55%      | 7%                         | 52%   | 10%                     |
| Cohort Comparison |      | -63%   |          |                            |       |                         |
| 08                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 63%    | 59%      | 4%                         | 56%   | 7%                      |
| Cohort Comparison |      | -62%   |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 61%    | 58%      | 3%                         | 55%   | 6%                      |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2021 |        |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
|                   | 2019 | 62%    | 53%      | 9%                         | 54%   | 8%                      |
| Cohort Comparison |      | -61%   |          |                            |       |                         |
| 08                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 6%     | 45%      | -39%                       | 46%   | -40%                    |
| Cohort Comparison |      | -62%   |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 48%    | 43%      | 5%                         | 48%   | 0%                      |
| Cohort Comparison |      |        |          |                            |       |                         |

| BIOLOGY EOC  |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2021         |        |          |                       |       |                    |
| 2019         | 100%   | 67%      | 33%                   | 67%   | 33%                |
| CIVICS EOC   |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2021         |        |          |                       |       |                    |
| 2019         | 72%    | 71%      | 1%                    | 71%   | 1%                 |
| 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         | 95%    | 61%      | 34%                   | 61%   | 34%                |
| 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.**

The Progress Monitoring Tool that was used for the 2020 - 2021 school year was iReady, and FSA Achievement Data.

| Grade 6               |                            |      |        |        |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency       | Fall | Winter | Spring |
|                       | All Students               | 35.5 | 46.9   | 25     |
|                       | Economically Disadvantaged | 28.4 | 38.6   | 0      |
|                       | Students With Disabilities | 12.3 | 16.2   | 0      |
|                       | English Language Learners  | 0    | 11.8   | 0      |
| Mathematics           | Number/% Proficiency       | Fall | Winter | Spring |
|                       | All Students               | 35.9 | 46.9   | 0.4    |
|                       | Economically Disadvantaged | 30.6 | 40.4   | 0.3    |
|                       | Students With Disabilities | 11.8 | 20.3   | 0      |
|                       | English Language Learners  | 12.5 | 5.9    | 0      |

| Grade 7               |                            |      |        |        |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency       | Fall | Winter | Spring |
|                       | All Students               | 43.3 | 51.2   | 14     |
|                       | Economically Disadvantaged | 36.2 | 44     | 0.7    |
|                       | Students With Disabilities | 13.6 | 16.9   | 2.9    |
|                       | English Language Learners  | 0    | 20     | 0      |
| Mathematics           | Number/% Proficiency       | Fall | Winter | Spring |
|                       | All Students               | 19.7 | 36.2   | 2.3    |
|                       | Economically Disadvantaged | 17.2 | 32.8   | 2.4    |
|                       | Students With Disabilities | 7.7  | 17.7   | 2.9    |
|                       | English Language Learners  | 25   | 50     | 0      |
| Civics                | Number/% Proficiency       | Fall | Winter | Spring |
|                       | All Students               |      |        | 65     |
|                       | Economically Disadvantaged |      |        | 78     |
|                       | Students With Disabilities |      |        | 36     |
|                       | English Language Learners  |      |        | 67     |

| Grade 8               |                            |      |        |        |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency       | Fall | Winter | Spring |
|                       | All Students               | 37.3 | 44.6   | 12.5   |
|                       | Economically Disadvantaged | 31.8 | 36.8   | 14.3   |
|                       | Students With Disabilities | 19.5 | 25.5   | 0      |
|                       | English Language Learners  | 33.3 | 25     | 0      |
| Mathematics           | Number/% Proficiency       | Fall | Winter | Spring |
|                       | All Students               | 12   | 25.8   | 41.5   |
|                       | Economically Disadvantaged | 10.1 | 25.4   | 43.3   |
|                       | Students With Disabilities | 6.7  | 17.8   | 27.3   |
|                       | English Language Learners  | 33.3 | 33.3   | 100    |
| Science               | Number/% Proficiency       | Fall | Winter | Spring |
|                       | All Students               |      |        | 26     |
|                       | Economically Disadvantaged |      |        | 30     |
|                       | Students With Disabilities |      |        | 27     |
|                       | English Language Learners  |      |        | 20     |

## 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       | 23     | 17          | 24        | 20      | 18           | 23       | 35      | 50        |                   |                     |
| ELL                                       | 42       | 39     | 26          | 47        | 27      | 21           | 36       | 61      | 54        |                   |                     |
| ASN                                       | 71       | 64     | 8           | 73        | 34      |              | 62       | 74      | 87        |                   |                     |
| BLK                                       | 45       | 37     | 23          | 32        | 18      | 11           | 29       | 57      | 45        |                   |                     |
| HSP                                       | 59       | 48     | 33          | 55        | 30      | 28           | 61       | 67      | 64        |                   |                     |
| MUL                                       | 72       | 50     |             | 65        | 32      |              | 64       | 79      | 77        |                   |                     |
| WHT                                       | 64       | 41     | 35          | 56        | 23      | 18           | 58       | 88      | 66        |                   |                     |
| FRL                                       | 48       | 39     | 25          | 38        | 20      | 11           | 38       | 59      | 54        |                   |                     |
| 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       | 37     | 27          | 26        | 38      | 33           | 27       | 32      | 93        |                   |                     |
| ELL                                       | 46       | 58     | 47          | 54        | 46      | 29           |          | 43      |           |                   |                     |



| 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                                       | 82       | 72     | 60          | 82        | 65      |              | 75       | 88      | 96        |                   |                     |
| BLK                                       | 56       | 49     | 36          | 54        | 52      | 38           | 45       | 67      | 89        |                   |                     |
| HSP                                       | 69       | 58     | 39          | 70        | 55      | 33           | 67       | 67      | 95        |                   |                     |
| MUL                                       | 77       | 60     |             | 84        | 57      |              | 77       |         | 100       |                   |                     |
| WHT                                       | 72       | 68     | 52          | 80        | 63      | 62           | 79       | 87      | 99        |                   |                     |
| FRL                                       | 57       | 53     | 41          | 57        | 51      | 40           | 43       | 67      | 93        |                   |                     |
| 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     | 37          | 26        | 33      | 25           | 22       | 40      | 55        |                   |                     |
| ELL                                       | 27       | 61     | 59          | 37        | 48      | 32           |          | 46      |           |                   |                     |
| ASN                                       | 85       | 65     |             | 90        | 67      |              | 83       | 87      | 97        |                   |                     |
| BLK                                       | 58       | 58     | 44          | 57        | 51      | 34           | 51       | 66      | 81        |                   |                     |
| HSP                                       | 68       | 68     | 59          | 71        | 60      | 42           | 75       | 82      | 88        |                   |                     |
| MUL                                       | 88       | 82     |             | 82        | 67      |              | 73       | 85      | 83        |                   |                     |
| WHT                                       | 75       | 62     | 50          | 82        | 65      | 52           | 87       | 82      | 91        |                   |                     |
| FRL                                       | 59       | 60     | 49          | 61        | 55      | 37           | 61       | 69      | 83        |                   |                     |

### 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  | 43  |
| OVERALL Federal Index Below 41% All Students                                    | NO  |
| Total Number of Subgroups Missing the Target                                    | 3   |
| Progress of English Language Learners in Achieving English Language Proficiency | 63  |
| Total Points Earned for the Federal Index                                       | 431 |
| Total Components for the Federal Index  | 10  |
| Percent Tested  | 85% |
| Subgroup Data   |     |
| Students With Disabilities  |     |
| Federal Index - Students With Disabilities                                      | 25  |
| 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                                      | 42  |
| English Language Learners Subgroup Below 41% in the Current Year?              | NO  |
| 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   | 59  |
| 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                                | 33  |
| 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  | 51  |
| 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   | 63  |
| 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                                | 40  |
| 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?

The Data component that showed the lowest performance for the 2019-2020 school year was the Students with Disabilities and 8th grade math which scored between 4% and 12% proficiency. There is a trend for the Lowest Quartile in ELA and Math not making significant gains.

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

The Data component that showed the greatest need for improvement was the students with disabilities and 8th grade math. Due to the pandemic, many of the students participated in class virtually, and many parents and students were hesitant to return to school for in person learning.

#### 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, many of the students participated in class virtually, and many parents and students were hesitant to return to school for in person learning. This year students are attending school in person. In all Math classes students will take a Pre-Test within iready and will participate through Progress Monitoring throughout the school year to monitor student achievement and progress with the mathematics standards.

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

According to the Data components between the 2021 and 2019 state assessments, Math, ELA, and Science all showed a small drop in achievement scores due to the Covid-19 Pandemic.

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

Due to the pandemic, many of the students participated in class virtually, and many parents and students were hesitant to return to school for in person learning.

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

During the 2021 school year, all students will participate in the beginning of the year diagnostic in both reading and math to determine the students level of understanding within these subject areas. Teachers in all Subjects will work collaboratively to develop interactive lessons that teach the standard, and provide formative and summative assessments to gauge student understanding to guide their instruction.

**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.**

Nova Middle School is a Verizon Initiative Learning School. Teachers will be provided a Monthly Professional Development that will highlight the utilization of technology to engage students to increase participation, differentiate the learning, and to actively assess their understanding. Project Based Learning Teachers will participate in Professional Developments for ST Math to help students in these classes use the ST Math program to help close the achievement gap and increase student achievement within the lowest quartile.

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

Nova Middle School conducts weekly (Response to Intervention) RTI's for the students who have been identified, by their classroom teachers, as those that need extra support,

### **Part III: Planning for Improvement**

#### **Areas of Focus:**

**#1. ESSA Subgroup specifically relating to Students with Disabilities**

|   |   |
|---|---|
| <b>Area of Focus</b>                              | During the 2020 - 2021 School Year there was a drop in achievement data for the students with disabilities that scored a 3 or higher in Math, ELA, and science. This can be attributed to the number of students that chose to participant in virtual learning due to the pandemic.   |
| <b>Description and Rationale:</b>                 |   |
| <b>Measurable Outcome:</b>                        | By May 2022 Achievement Data in Math, ELA, and Science for students with disabilities who scored a 3 or above on the FSA will increase by at least 5%.  |
| <b>Monitoring:</b>                                | In order to raise the lowest quartile proficiency scores within the school Nova Middle School will be using data cycles in order to monitor students performance and mastery of the standards.  |
| <b>Person responsible for monitoring outcome:</b> | Andre Jones (andre.jones@browardschools.com)  |
| <b>Evidence-based Strategy:</b>                   | In order to raise the lowest quartile proficiency scores within the school Nova Middle School will be using data cycles in order to monitor students performance and mastery of the standards.  |
| <b>Rationale for Evidence-based Strategy:</b>     | To determine if the students are mastering these standards Data needs to gathered in the beginning of each Unit/Section to analyze where the students understanding of the standards are. This will given through teacher given materials such as iready, and Moby Max. Teachers will collect and Analyze the Data.<br>Using the Data teachers will collaborate in PLC's and create effective lesson plans using district resources. At the end of the Unit Teachers will give a post test and will record, analyze, and compare the data with the pretest. This will allow the teachers to identify any gaps that may be addressed through one on one pull outs, or additional remediation and enrichment. |

**Action Steps to Implement**

The first Action Step would be that each department will assess the students using Pre-tests for each standard that will be taught through the chapters or Unit. Secondly once the students take the Pre-test the students will analyze the Data during the PLC's to identify trends in the data. Once teachers analyze the Data they will collaborate together to create effective lessons and monitor students achievement and understanding with formative assessments. Once the chapter or Unit is taught teachers will administer a Post Test that will assess mastery of the standards taught. Teachers will then compare the Data from the Pre and Post test to locate any gaps in instruction and create a plan of action to address those gaps using a variety of remediation and enrichment techniques.

**Person Responsible** Andre Jones (andre.jones@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.

**According to the discipline data, Nova Middle School is rated 354 out of 553 within the State of Florida.**

**In 2021 – 2022 school year, violent behavioral incidents (fighting, battery, etc) will be monitored quarterly through the Basis Referral Analysis Data by both Administrations and members of the School Wide Positive Behavior Plan Members.**

#### **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.**

Parents are a vital part of the process. A parent survey is sent home each Spring to gather input concerning curriculum, school environment, and community communication. Results from this survey are used to help write goals and objectives for the school. Parents are invited to meet with administration to discuss student achievement results and strategies for improving scores. Suggestions are discussed with staff and considered for inclusion in school-wide plans.

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

Nova Middle School hosts several parent nights including Parent University, Open House, and Literacy Fair where parents and community members are invited to the school to learn about the different programs that are offered to the students. Parents are also encouraged to communicate with teachers about their child's education and if they have any other concerns parents are encouraged to schedule a conference with the teachers.

Nova Middle School a grant recipient for the Verizon Innovative Learning Schools (VILS). Nova Middle School will host digital Citizenship training for all parents, students and staff members to educate all stakeholders on utilizing technology to address 21st century learning.

#### **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 |   |                |     | \$65,920.53 |
|        | Function | Object  | Budget Focus  | Funding Source | FTE | 2021-22     |
|        |          |   | 1311 - Nova Middle School   |                |     | \$3,092.00  |
|        |          |   | Notes: Moby Max Software - Teachers will use Moby Max in order to assess student understanding throughout the units and track the levels of mastery and engagement with teacher assigned lessons and assignments. |                |     |             |
|        |          |   | 1311 - Nova Middle School   |                |     | \$500.00    |
|        |          |   | Notes: Scholastic Scope/Action Magazines for Close readers - supplemental reading/ language art materials to allow students to practice reading comprehension and vocabulary.                                     |                |     |             |
|        |          |   | 1311 - Nova Middle School   |                |     | \$1,000.00  |
|        |          |   | Notes: Supplemental Material - Supplemental Material needed for instruction.  |                |     |             |
|        |          |   | 1311 - Nova Middle School   |                |     | \$31,465.00 |
|        |          |   | Notes: Math Teacher Assistant - Provide support to students and staff within the mathematics classroom to support and facilitate student understanding and achievement.   |                |     |             |
|        |          |   | 1311 - Nova Middle School   |                |     | \$29,863.53 |
|        |          |   | Notes: School Accountability Funds  |                |     |             |
| Total: |          |   |   |                |     | \$65,920.53 |