
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	20
Positive Culture & Environment	22
Budget to Support Goals	22

Nova Middle School

3602 COLLEGE AVE, Davie, FL 33314

[no web address on file]

Demographics

Principal: Rayner Garranhan

Start Date for this Principal: 6/30/2016

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)	88%
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 (60%) 2017-18: A (62%) 2016-17: B (60%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	22

Nova Middle School

3602 COLLEGE AVE, Davie, FL 33314

[no web address on file]

School Demographics

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

School Grades History

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

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 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.

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 Garranhan

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	12	
Students with two or more indicators	0	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	0
Students retained two or more times	0	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	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	0
Students retained two or more times	0	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				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	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
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	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					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	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
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	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
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students				26
	Economically Disadvantaged				30
	Students With Disabilities				27
	English Language Learners				20
		Number/% Proficiency	Fall	Winter	Spring

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

Area of Focus Description and Rationale: 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.

Measurable Outcome: 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%.

Monitoring: 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.

Person responsible for monitoring outcome: Andre Jones (andre.jones@browardschools.com)

Evidence-based Strategy: 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.

Rationale for Evidence-based Strategy: 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.

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
			<i>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.</i>			
			1311 - Nova Middle School			\$500.00
			<i>Notes: Scholastic Scope/Action Magazines for Close readers - supplemental reading/ language art materials to allow students to practice reading comprehension and vocabulary.</i>			
			1311 - Nova Middle School			\$1,000.00
			<i>Notes: Supplemental Material - Supplemental Material needed for instruction.</i>			
			1311 - Nova Middle School			\$31,465.00
			<i>Notes: Math Teacher Assistant - Provide support to students and staff within the mathematics classroom to support and facilitate student understanding and achievement.</i>			
			1311 - Nova Middle School			\$29,863.53
			<i>Notes: School Accountability Funds</i>			
					Total:	\$65,920.53