Broward Math And Science Schools

2021-22 Schoolwide Improvement Plan

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Broward Math And Science Schools

6101 NW 31ST ST, Margate, FL 33063

http:www.bmsschools.org/

Demographics

Principal: Hasan Kose

Start Date for this Principal: 7/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
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)	94%
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 Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: C (52%) 2016-17: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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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)
Combination School KG-12	Yes	61%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	87%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the Broward Math and Science Schools is to offer elementary, middle and high school students in Broward County a high quality education, aligned with the Florida Standards, in an intellectually nurturing learning environment.

Provide the school's vision statement.

BMSS sets high standards of student achievement and is committed to provide parents flexibility to choose among diverse educational opportunities within the state's public school system

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
Kose, Hasan	Principal	ESSENTIAL PERFORMANCE RESPONSIBILITIES The School Principal shall effectively lead and manage through the items listed by category below. INSTRUCTIONAL LEADERSHIP: 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. 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 participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. 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. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. 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. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected. ORGANIZATIONAL LEADERSHIP: 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.

Name	Position Title	Job Duties and Responsibilities
		15. Utilize processes to empower others and distribute leadership when appropriate. 16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. 17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant. 18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. 19. Manage and delegate tasks while consistently demonstrating fiscal efficiency. 20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. 21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals. 22. Maintain high visibility at school and in the community. 23. Cultivate, support, and develop others within the school. 24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district. 25. Provide recognition and celebration for student, staff, and school accomplishments. 26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. 27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement. 28. Interact with government and service agencies relative to student welfare. PROFESSIONAL AND ETHICAL LEADERSHIP: 29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice. 30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description. 31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board. 32. Administer negotiated employee contracts in the appropriate manner at the school site. 33. Perform and promote all activities in compliance with equal opportunity and

Name	Position Title	Job Duties and Responsibilities
		nondiscrimination policies of The School Board of Broward County, FL. 34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives. 35. Review current developments, literature and technical sources of information related to job responsibility. 36. Ensure adherence to good safety procedures. 37. Follow Federal and State laws, as well as School Board policies. 38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.
Twist, Katy	Assistant Principal	ESSENTIAL PERFORMANCE RESPONSIBILITIES: The Assistant School Principal shall LEADERSHIP: 1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.* 2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives. 3. Model and maintain high standards of professional conduct. 4. Set high standards and expectations for self, others, and school. 5. Maintain an active involvement in the school improvement planning process.* 6. Use quality improvement principles and processes in daily administration of school.* 7. Anticipate difficult situations and develop plans to handle them. 8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn. 9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.* 10. Assist in providing leadership and direction for all aspects of the school's operation. 11. Build teams to accomplish plans, goals and priorities. 12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems. 13. Use appropriate interpersonal styles and methods to guide individuals or

Name	Position Title	Job Duties and Responsibilities
		groups to task accomplishment. 14. Assist in establishing and utilizing the Sterling process to ready the school and community for change. 15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.* 16. Maintain visibility and accessibility on the school campus and at school related activities and events. 17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents. 18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. 19. Assist in providing leadership to involve the school in quality initiatives.* 20. Assist with aligning school initiatives with District, state, and school goals and objectives. 21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met. 22. Communicate school information, goals, student learning and behavior expectations to all customer groups.* 23. Use effective communication techniques with students, teachers, parents and stakeholders. 24. Provide for the articulation of the school's instructional program among school personnel. 25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature. 26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community. 27. Assist in the planning and implementation of initiatives in the Innovation Zone. INFORMATION & ANALYSIS: 28. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.* 29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school. 30. Address the diverse needs of the school population consistent with the District's Strategic Plan. 31. Analyze and use data for decision-making or to improve actions, plans and process.* 32. Use current research, performance data, and feedback from students,

Name	Position Title	Job Duties and Responsibilities
		teachers, parents and community to assist in making decisions related to improvement of instruction. 33. Access, analyze, interpret and use data in decision-making. 34. Use benchmarks and comparison data in the analysis of results.* 35. Make data accessible to all stakeholders.* STRATEGIC QUALITY PLANNING: 36. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.* 37. Assist with facilitating and coordinating the development of the School's Improvement Plan. 38. Set high goals and standards for self, others and the organization. 39. Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.* 40. Assist in the selection and acquisition of instructional materials and equipment. 41. Collect input and analyze data to develop goals. 42. Assist with the management of student accounting at the assigned school as it relates to Florida Education Finance Program (FEFP) funding and future planning. 43. Develop the master schedule and assign teachers according to identified needs. 44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.* 45. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.* 46. Assist in establishing procedures to monitor processes, activities and responsibilities and respond to feedback. 47. Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 48. Assist with facilitating the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system. 49. Assist with providing recognition and celebration for student, staff, and school accomplishments. CUSTOMER FOCUS: 50. Develop positive relationships with customers (students, parents, teachers, community, etc.).* 51. Assist with facilitating a program of family and community involvement.

Name	Position Title	Job Duties and Responsibilities
		52. Serve as arbitrator for serious discipline problems in accordance with District policy and state statues. 53. Develop and maintain positive school/community relations and act as liaison between the two. 54. Assist in promoting/marketing the school and its priorities to the community. 55. Assist in establishing processes and methods to respond to valid customer requirements.* 56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services. 57. Work with parents to resolve complaints or concerns. 58. Interact with government and service agencies relative to student welfare. 59. Assist in establishing processes to determine customer needs and level of satisfaction.* 60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas. 61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized. 62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.* 63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community. 64. Assist with the development of activities with business partners that promote student achievement. HUMAN RESOURCES: 65. Assist in analyzing data and information to plan staff development to accomplish school goals.* 66. Assist with the completion of the annual Needs Assessment to determine staff development. 67. Assist with providing staff development opportunities and feedback to personnel at the assigned school. 68. Assist in building a school community and environment which supports learning and growth for everyone toward realization of the school's mission.* 69. Assist with the development and implementation of an effective staff development program. 70. Participate in District management meetings and other activities to enhance professional development.

Name	Position Title	Job Duties and Responsibilities
		71. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment. 72. Review current developments, literature and technical sources of information related to job responsibility. 73. Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.* 74. Delegate responsibilities to appropriate staff members. 75. Consider data and results from action research when solving problems and improving processes. 76. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.* 77. Assign tasks and supervise personnel in task accomplishment including special projects. 78. Provide recognition and celebration for student, staff, and school accomplishments. 79. Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.* 80. Assist with interviewing and selection of qualified personnel to be recommended for appointment. 81. Assist with establishing job assignments and supervising of all assigned personnel, conducting annual performance appraisals, and making recommendations for appropriate employment actions according to School Board Policy and Procedures adopted by the School Board. 82. Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance. 83. Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.* MANAGEMENT OF PROCESSES: 84. Assist in identifying quality requirements of materials/services and communicates this information to parents, community and suppliers.* 85. Access District and community resources to meet school needs. 86. Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion. 87. Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action.* 88. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to

Name	Position Title	Job Duties and Responsibilities
		assess and improve curriculum and instructional systems, processes, programs and services.* 89. Understand, support, and implement School Board, State, and Federal Policies, procedures, negotiated agreements and district decisions.* 90. Assist with the implementation and administration of negotiated employee contracts at the school site. 91. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. OPERATIONAL RESULTS: 92. Show positive trends in the achievement of improvement goals in the areas of operation (key goals), business practices (efficiency) and customer satisfaction.* 93. Assist with managing and supervising the school's financial resources including the preparation and disbursement of the school's budget and internal accounts. 94. Assist with establishing and managing student accounting and attendance procedures at the assigned school. 95. Supervise and monitor the accurate completion of data collection and submits resulting reports according to timelines. 96. Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation. 97. Provide leadership in the effective use of technology in the classroom and in school administration. 98. Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs. 99. Assist with monitoring the custodial program at the school to ensure a clean, healthy, and safe learning environment. 100. Assist with coordinating plant safety and facility inspections at the assigned school. 101. Supervise transportation services at the assigned school. 102. Assist with the supervision of all extracurricular programs at the assigned school. 103. Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements. 104. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of the School Board of Broward County. 105. Ensure adherence to good safety procedures. 106. Perform other incidental tasks consistent with the goals and objectives of this position.

Name	Position Title	Job Duties and Responsibilities
Joseph, Sherline	Reading Coach	ESSENTIAL PERFORMANCE RESPONSIBILITIES: The Coach, Literacy shall: 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement 2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. 3. build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 4. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate research based professional learning through the school's professional learning communities. 5. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community. 7. analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement. 8. maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required. 9. participate and engage in monthly content related professional learning and learning communities. 10. promote collegiality through collaborative work and reflective practices with teachers and administrators. 11. support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning. 12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction. 13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Fl. 14. participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities. 15. review current developments, literature and technical sources of information related to job responsibilities. 16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.) 17. ensure adherence to good safety procedures. 18. follow federal and state laws, as well as School Board policies. 19. perform other duties as assigned by the principal or designee.

Demographic Information

Principal start date

Tuesday 7/16/2019, Hasan Kose

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.*

11

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.*

1

Total number of teacher positions allocated to the school

21

Total number of students enrolled at the school

312

Identify the number of instructional staff who left the school during the 2020-21 school year.
10

Identify the number of instructional staff who joined the school during the 2021-22 school year.
10

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	27	36	27	34	40	48	43	34	22	0	0	0	0	311
Attendance below 90 percent	0	0	0	3	0	0	0	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	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 FSA ELA assessment	0	0	0	0	7	15	7	12	10	0	0	0	0	51
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	23	17	18	11	0	0	0	0	78
Number of students with a substantial reading deficiency	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	3	4	11	6	11	8	0	0	0	0	43

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	

Date this data was collected or last updated

Tuesday 9/28/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	
Attendance below 90 percent	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	
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	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				65%	58%	61%	43%	57%	60%
ELA Learning Gains				67%	58%	59%	45%	57%	57%
ELA Lowest 25th Percentile				58%	52%	54%	35%	49%	52%
Math Achievement				69%	58%	62%	58%	58%	61%
Math Learning Gains				62%	58%	59%	59%	56%	58%
Math Lowest 25th Percentile				43%	51%	52%	41%	49%	52%
Science Achievement				60%	51%	56%	62%	52%	57%
Social Studies Achievement				74%	74%	78%	76%	75%	77%

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
03	2021					
	2019	73%	60%	13%	58%	15%
Cohort Comparison						
04	2021					
	2019	70%	62%	8%	58%	12%
Cohort Comparison		-73%				
05	2021					
	2019	57%	59%	-2%	56%	1%
Cohort Comparison		-70%				
06	2021					
	2019	58%	57%	1%	54%	4%
Cohort Comparison		-57%				
07	2021					
	2019	52%	55%	-3%	52%	0%
Cohort Comparison		-58%				
08	2021					
	2019	56%	59%	-3%	56%	0%
Cohort Comparison		-52%				
09	2021					
	2019					
Cohort Comparison		-56%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	68%	65%	3%	62%	6%
Cohort Comparison						
04	2021					
	2019	79%	67%	12%	64%	15%
Cohort Comparison		-68%				
05	2021					
	2019	43%	64%	-21%	60%	-17%
Cohort Comparison		-79%				
06	2021					
	2019	71%	58%	13%	55%	16%
Cohort Comparison		-43%				
07	2021					
	2019	72%	53%	19%	54%	18%
Cohort Comparison		-71%				
08	2021					
	2019	50%	45%	5%	46%	4%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		-72%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	61%	49%	12%	53%	8%
Cohort Comparison						
08	2021					
	2019	8%	43%	-35%	48%	-40%
Cohort Comparison		-61%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	92%	67%	25%	67%	25%
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	85%	61%	24%	61%	24%
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

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 used for grades K-8 ELA and Math to compile the data below is i-Ready (Curriculum Associates). We do not have historical progress monitoring data for Civics and science. Collecting progress monitoring data for all areas is one of our school leadership goals for the 2021-2022 school year.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	46	60
	Economically Disadvantaged	42	51	68
	Students With Disabilities	3	6	13
	English Language Learners	45	42	62
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	23	40
	Economically Disadvantaged	65	71	78
	Students With Disabilities	2	6	8
	English Language Learners	30	45	65

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52	67%	72
	Economically Disadvantaged	23	55	65
	Students With Disabilities	12	5	22
	English Language Learners	58	42	73
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	41	54
	Economically Disadvantaged	35	55	68
	Students With Disabilities	6	18	13
	English Language Learners	32	22	48

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	68	79	86
	Economically Disadvantaged	51	63	73
	Students With Disabilities	10	12	12
	English Language Learners	23	30	35
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	45	49
	Economically Disadvantaged	40	51	56
	Students With Disabilities	14	18	35
	English Language Learners	5	23	12

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49	33	35
	Economically Disadvantaged	34	47	58
	Students With Disabilities	19	21	23
	English Language Learners	15	23	24
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10	14	26
	Economically Disadvantaged	9	30	35
	Students With Disabilities	3	23	12
	English Language Learners	21	25	28

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	45	56
	Economically Disadvantaged	35	51	64
	Students With Disabilities	2	3	14
	English Language Learners	21	38	16
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48	51	45
	Economically Disadvantaged	48	63	87
	Students With Disabilities	20	22	28
	English Language Learners	32	35	38
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48	54	42
	Economically Disadvantaged	42	56	54
	Students With Disabilities	7	14	14
	English Language Learners	19	27	27
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36	36	39
	Economically Disadvantaged	37	42	45
	Students With Disabilities	21	31	33
	English Language Learners	20	33	25

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	58	43	46
	Economically Disadvantaged	57	48	59
	Students With Disabilities	42	29	33
	English Language Learners	42	34	48
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	52	43
	Economically Disadvantaged	12	17	23
	Students With Disabilities	7	21	5
	English Language Learners	32	7	15
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	53	52
	Economically Disadvantaged	46	56	66
	Students With Disabilities	23	13	8
	English Language Learners	46	51	56
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24	38	59
	Economically Disadvantaged	34	54	73
	Students With Disabilities	21	21	4
	English Language Learners	5	18	27
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 9				
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			
Biology	**Number/% Proficiency**	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	**Number/% Proficiency**	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
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			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
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			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12					
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				
Biology	Number/% Proficiency	Fall	Winter	Spring	
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
US History	Number/% Proficiency	Fall	Winter	Spring	
	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											
ELL	29	35		31	25		21				
BLK	43	23	18	22	12	8	25	54			
HSP	52	52		35	4		41				
WHT	65	57		54	44		46				

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
FRL	43	31	25	25	10		40	40			

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	10										
ELL	57	58	55	61	67						
BLK	62	67	62	69	53	29	67	67			
HSP	64	65		62	71		67				
WHT	73	65		76	69		50				
FRL	66	72	71	74	64	53	70	85	77		

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	8			38	50						
ELL	40	45		47	60						
BLK	43	39	33	55	51	29	59				
HSP	43	50		55	71		67				
MUL	45			82							
WHT	38	53		57	53						
FRL	43	46	23	59	62	50	71	82			

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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	405
Total Components for the Federal Index	10
Percent Tested	88%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	0
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
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	42
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	58
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?

According to the 2021 results of the Florida State Assessments for ELA and Math, BMSS students performed better than the average BCPS District student in the area of middle school acceleration. BMSS performed better than BCPS District students in the area of ELA Learning Gains for its lowest quartile students. Like the Broward County Public School, the academic achievement and learning gains went down in all areas. Math took the hardest dip with a drop of 38 points in achievement, 46 points in learning gains, and 39 points in learning gains from the lowest quartile students. According to the progress monitoring data, ELA students in grade 3 had the highest proficiency score (86%), however grade 1 made the most learning gains (+25%). Students with disabilities in grades K-8 struggled not only to score proficient in both areas, but also to achieve learning gains in each area. Of all the subgroups, the ELL and economically disadvantaged students scored higher than the average grade of all the students as well as each subgroup especially in grade 1.

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

Overall, the compiled data revealed the greatest need for improvement in all grade levels is math proficiency and learning gains. Looking deeper into the components, specifically in reading, the greatest need for improvement in reading in every grade is the learning gains of students with disabilities. All grade levels scored relatively comparable on the 2021 ELA Florida Standards Assessment except grade 4 who scored the lowest.

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

Contributing factors to this need for improvement are student attendance due to the pandemic, quality online instruction, and a struggle to provide opportunities for strategic, data-driven, standards-based instruction and practice, especially to our students with disabilities. To address this need, a few actions will need to be implemented. Professional development geared towards standards-based instruction and data-driven instruction must be provided to teachers along with support from the literacy coach to ensure the strategies given in the professional development are given with fidelity. Teachers will be trained to use progress monitoring data from iReady to drive their instruction, especially small group instruction for the students with disabilities.

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

Based on our current data, we went down in all assessed areas. Our data does not reveal improvement.
Based on the the 2020-2021 progress monitoring data, grades one through three ELA students made the most learning gains.

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

The contributing factors are believed to be the support primary grades received from the literacy coach in planning for instruction.

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

To accelerate learning, strategic standards-based instruction must be implemented to accelerate learning, including small group instruction to fill in learning gaps. Teachers will need to analyze data, including by subgroup, to plan for meaningful instruction. Teachers will need to meet in professional learning communities to share best practices. Primary teachers will share best practices that allowed students to achieve higher learning gains of all students. Grade 7 teachers will share best practices to meet the needs of students with disabilities. The ESE specialist will provide support to teachers to ensure Tier 2 and 3 strategies are implemented with fidelity as well as the modifications, accommodations, strategies of those students with an individual education plan.

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.

Once per month on Wednesdays, teachers will receive professional development from the assistant principal.
Teachers will participate in professional learning opportunities. On teacher planning days, and early release days, professional development will be provided to the teachers from the assistant principal and instructional coach based on current data. Professional development topics will include IEPs, ESE support in the classroom, planning for instruction using data, and standards-based instruction that meets the needs of students in each subgroup, especially students with disabilities.

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

A New Teacher Academy will be implemented to support teachers new to the school with implementation of standards-based whole group and small group instruction. Professional Learning Communities will be practiced consistently. The literacy coach will have until 2024 to complete the coach credentialing course that is provided by the Broward school district.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The area of focus was identified as a critical need from the data reviewed. Data from the i-Ready fall, winter, and spring diagnostics, Wonders Progress Monitoring Assessments, Wonders Unit Assessments, FSA Practice Assessments from the I-Ready teacher tool-box as well as the 2021 ELA FSA was dissected and analyzed by subject area, grade level, and subgroups. Proficiency as well as learning gains were analyzed to determine the greatest area of need, particularly with the ELL and SWD population.
Measurable Outcome:	By June 2022, 65% of BMSS students will be proficient in reading as measured by the i-Ready Winter Diagnostic. By June 2022, at least 58% of the students in the lowest quartile will achieve a learning gain as measured by the Florida Standards Assessment.
Monitoring:	This area of focus will be monitored using the fall, winter, and spring iReady diagnostic for reading. After each diagnostic, the data will be analyzed to monitor the growth of all students, especially those with disabilities and the ELLs.
Person responsible for monitoring outcome:	Katy Twist (ktwist@bmsschools.org)
Evidence-based Strategy:	The evidence-based strategy that will be implemented for this area of focus is standards-based, data-driven instructional planning. The strategy will include implementing small group instruction for tier 2, tier 3, ESE, and ELL instruction based on the needs outlined in their current iReady diagnostic from Fall 2021. instructional grouping, small grouping instructional, the I-Ready standards report to drive the instruction learning standard base, Tutoring after school hours on Mondays, Extending learning hours after school which include on Tuesdays and Thursdays, professional development, and the Literacy Coach will provide co-teaching which will assist teachers in the classroom.
Rationale for Evidence-based Strategy:	The rationale for selecting the specific evidence strategy is to support all students including students with disabilities, that will provide data driven base instruction that lead to students' success. The resources that will be selected to implement this strategy is McGraw Hill (Wonders), Interactive work text (grade 3-5 Intervention), Horizon(grade 1-2 intervention) Inside, Collections, I-Ready lesson, and Florida Coach books.

Action Steps to Implement

Using classroom data to identify the current needs of SWD and ELL students, teachers will provide reading tutoring on Mondays from 2:33 until 3:20 for students in grades K-8.

Person Responsible	Katy Twist (ktwist@bmsschools.org)

Using the iReady Fall Diagnostic data from 2021, students will be strategically selected to attend extended learning opportunities for reading on Tuesdays and Thursdays from 2:45 until 4:00 PM. The extended learning opportunities will provide allocated time for teachers to utilize current iReady diagnostic data of the SWD and ELL students and provide strategic instruction for those students.

Person Responsible	Katy Twist (ktwist@bmsschools.org)

Reading pullout groups will be done 3 to 5 times per week for identified ELL and SWD students in grades K-8 for tier 2 and tier 3 instruction.

Person Responsible Sherline Joseph (sjoseph@bmsschools.org)

Data-based lesson planning support for teachers, particularly the fourth grade reading teacher to increase implementation of best practices.

Person Responsible Sherline Joseph (sjoseph@bmsschools.org)

Professional development will be offered to the reading teachers to increase the quality of instruction to SWD and ELL students.

Person Responsible Fabricia Maroclo (fmaroclo@bmsschools.org)

Additional Schoolwide Improvement Priorities

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

Broward Math and Science Schools is not included in SafeSchoolsforAlex.org report.

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.

Each month we celebrate teacher birthdays. The administration hosts staff socials once a month. School events are hosted monthly for the students, teachers, staff, families, and community to attend. Morning announcements from the assistant principal include the pledge, the character trait of the month, the holiday of the day, and reminders that all dolphins are responsible, all dolphins are respectful, and all dolphins are safe. Monthly coffee nights are hosted by the school to allow for two-way open communication between the stakeholders and the school. Spirit days are every other Friday. Collaboration is encouraged. BMSS has begun the journey of becoming a School of Character. This includes collaborating with all stakeholders to identify the core values of BMSS and developing programs, traditions, and expectations that align with out core values. BMSS utilizes social media (Facebook, Twitter, Instagram, and Class Dojo) to provide two-way communication and share school events with all stakeholders.

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

STEM Teacher organizes the staff social.
Teachers voluntarily sign up for committees to plan and organize school events.
Facebook- Administrative Assistant
Class Dojo- Administrative Assistant
Twitter- Assistant Principal
Instagram- Principal
Staff celebrations- Principal and Assistant Principal
School spirit events: Assistant Principal

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$12,500.00