

Broward County Public Schools

Mcnicol Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	19
Planning for Improvement	27
Positive Culture & Environment	34
Budget to Support Goals	35

Mcnicol Middle School

1602 S 27TH AVE, Hollywood, FL 33020

[no web address on file]

Demographics

Principal: Dierdre Benka Coker

Start Date for this Principal: 7/1/2021

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)	100%
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: C (47%) 2017-18: C (50%) 2016-17: C (46%)
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	19
Planning for Improvement	27
Title I Requirements	0
Budget to Support Goals	35

Mcnicol Middle School

1602 S 27TH AVE, Hollywood, FL 33020

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">78%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">98%</p>

School Grades History

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

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.

“Providing a quality education that will meet the needs of all students in a safe learning environment.”

Provide the school's vision statement.

“Striving for excellence in preparing the high school ready, college-bound student.”

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
Benka-Coker, Deirdre	Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 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 <p>School Principal (cont.) SBBC: B-002 4</p> <ol style="list-style-type: none"> 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

Name	Position Title	Job Duties and Responsibilities
		<p>children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>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.</p> <p>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.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>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.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>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.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student</p>

Name	Position Title	Job Duties and Responsibilities
		<p>welfare.</p> <p>School Principal (cont.) SBBC: B-002 5</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>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.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>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.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.</p>
Decembert, Brisco	Assistant Principal	<p>The Assistant School Principal will effectively execute the performance responsibilities by demonstrating the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with</p>

Name	Position Title	Job Duties and Responsibilities
		<p>collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.</p> <p>ESSENTIAL PERFORMANCE RESPONSIBILITIES: In collaboration with Principal, the Assistant School Principal shall assist in leading and managing the school through the categories listed below:</p> <p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 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 assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District’s mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving 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. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Assist in recruiting, retaining, developing and evaluating 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. Assist in establishing and maintaining individual professional development plans for

Name	Position Title	Job Duties and Responsibilities
		<p>each instructional employee that is linked to student achievement.</p> <p>10. Assist in monitoring 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.</p> <p>11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Assist in managing the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>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.</p> <p>18. Assist in employing an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>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.</p> <p>22. Maintain high visibility at school and in the community.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>23. Cultivate, support, and develop others within the school.</p> <p>24. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>27. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>30. 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.</p> <p>31. Assist in administering negotiated employee contracts in the appropriate manner at the school site.</p> <p>32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>33. 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.</p> <p>34. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>35. Ensure adherence to good safety procedures.</p> <p>36. Follow Federal and State laws, as well as School Board policies.</p> <p>37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.</p>

Name	Position Title	Job Duties and Responsibilities
Gentile, Jenna	Assistant Principal	<p>The Assistant School Principal will effectively execute the performance responsibilities by demonstrating the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.</p> <p>ESSENTIAL PERFORMANCE RESPONSIBILITIES: In collaboration with Principal, the Assistant School Principal shall assist in leading and managing the school through the categories listed below:</p> <p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 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 assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving 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. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.

Name	Position Title	Job Duties and Responsibilities
		<p>7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff.</p> <p>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.</p> <p>9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>10. Assist in monitoring 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.</p> <p>11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Assist in managing the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>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.</p> <p>18. Assist in employing an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating</p>

School Assistant Principal (Cont.) SBBC: JJ-002

FL: 28

4

Name	Position Title	Job Duties and Responsibilities
		<p>fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>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.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>27. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>30. 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.</p> <p>31. Assist in administering negotiated employee contracts in the appropriate manner at the school site.</p> <p>32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>33. 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>objectives.</p> <p>34. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>35. Ensure adherence to good safety procedures.</p> <p>36. Follow Federal and State laws, as well as School Board policies.</p> <p>37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.</p>

Demographic Information

Principal start date

Thursday 7/1/2021, Dierdre Benka Coker

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

691

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.

9

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	232	282	253	0	0	0	0	767
Attendance below 90 percent	0	0	0	0	0	0	44	52	52	0	0	0	0	148
One or more suspensions	0	0	0	0	0	0	26	17	7	0	0	0	0	50
Course failure in ELA	0	0	0	0	0	0	42	94	39	0	0	0	0	175
Course failure in Math	0	0	0	0	0	0	49	79	36	0	0	0	0	164
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	50	57	56	0	0	0	0	0	163
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	520	48	70	0	0	0	0	0	638
Number of students with a substantial reading deficiency	0	0	0	0	0	118	133	115	0	0	0	0	0	366
	0	0	0	0	0	0	0	0	0	0	0	0	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	102	139	102	0	0	0	0	343

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	1	10	6	0	0	0	0	17

Date this data was collected or last updated

Friday 10/15/2021

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	230	268	250	0	0	0	0	748
Attendance below 90 percent	0	0	0	0	0	0	35	27	33	0	0	0	0	95
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	16	23	0	0	0	0	39
Course failure in Math	0	0	0	0	0	0	0	36	25	0	0	0	0	61
Level 1 on 2019 statewide ELA assessment	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	

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	10	9	7	0	0	0	0	26

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	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	2	0	0	0	0	0	3

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	230	268	250	0	0	0	0	748
Attendance below 90 percent	0	0	0	0	0	0	35	27	33	0	0	0	0	95
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	16	23	0	0	0	0	39
Course failure in Math	0	0	0	0	0	0	0	36	25	0	0	0	0	61
Level 1 on 2019 statewide ELA assessment	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	

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	10	9	7	0	0	0	0	26

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	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	2	0	0	0	0	0	3

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				37%	57%	54%	37%	57%	53%
ELA Learning Gains				43%	57%	54%	47%	57%	54%
ELA Lowest 25th Percentile				36%	48%	47%	45%	50%	47%
Math Achievement				41%	60%	58%	42%	60%	58%
Math Learning Gains				45%	58%	57%	43%	59%	57%
Math Lowest 25th Percentile				36%	49%	51%	43%	50%	51%
Science Achievement				40%	49%	51%	39%	52%	52%
Social Studies Achievement				66%	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	39%	57%	-18%	54%	-15%
Cohort Comparison						
07	2021					
	2019	28%	55%	-27%	52%	-24%
Cohort Comparison		-39%				
08	2021					
	2019	38%	59%	-21%	56%	-18%
Cohort Comparison		-28%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	37%	58%	-21%	55%	-18%
Cohort Comparison						
07	2021					
	2019	28%	53%	-25%	54%	-26%
Cohort Comparison		-37%				
08	2021					
	2019	25%	45%	-20%	46%	-21%
Cohort Comparison		-28%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	25%	43%	-18%	48%	-23%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	67%	29%	67%	29%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	65%	71%	-6%	71%	-6%
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	82%	61%	21%	61%	21%
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.

iReady, CFAs

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.5	32	12.5
	Economically Disadvantaged	26.5	33.3	20
	Students With Disabilities	8.8	8.1	0
	English Language Learners	6.7	11.8	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18.8	22.8	25
	Economically Disadvantaged	19.9	23.3	50
	Students With Disabilities	8.6	8.3	0
	English Language Learners	11.8	11.1	0
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27.5	29.5	0
	Economically Disadvantaged	27.9	29.3	0
	Students With Disabilities	12.2	20	0
	English Language Learners	0	14.3	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14.9	21.2	23.1
	Economically Disadvantaged	14.3	19.4	25
	Students With Disabilities	2.1	9.5	66.7
	English Language Learners	27.3	25	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	39.5	33.3
	Economically Disadvantaged	34.1	38.8	33.3
	Students With Disabilities	8	4.2	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6.6	13.3	30.8
	Economically Disadvantaged	7.9	13.6	30
	Students With Disabilities	4.2	0	0
	English Language Learners	0	22.2	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	46	59	54
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	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	13	19	15	15	19	21	21	27			
ELL	27	38	30	23	18	22	25	33	73		
BLK	30	31	22	23	18	23	30	45	52		
HSP	35	37	26	32	24	31	45	40	48		
WHT	50	46		36	42						
FRL	32	33	22	25	20	26	35	46	51		
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	18	29	27	18	40	45	26	37			
ELL	32	48	38	31	52	50	29	62			
BLK	34	41	37	38	42	33	36	67	82		
HSP	38	44	38	46	52	50	43	62	74		

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
MUL	69	46		57	38						
WHT	60	57		53	50		82		73		
FRL	34	42	37	39	45	35	37	65	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	20	47	45	18	36	39	23	54			
ELL	20	54	52	18	38	54	13	55			
BLK	33	47	49	38	40	40	37	70	79		
HSP	44	46	33	48	47	55	48	80	74		
MUL	55	55		60							
WHT	59	65		74	65			100			
FRL	36	47	45	41	42	43	39	72	77		

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	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	323
Total Components for the Federal Index	10
Percent Tested	91%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	19
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	32
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	30
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	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
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	44
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	34
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?

There was a significant drop in proficiency levels across all grade levels and subjects on the FSA due to the pandemic's impact on educational delivery. On the iReady assessments, we saw marginal increases for most tested groups from the ELA and Math fall 2020 test to the winter 2020 iReady.

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

We dropped 25 points for learning gains in math. We also had a significant drop in 7th grade Civics.

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, our students were greatly impacted. Online instruction was not an optimal learning environment for students. Teachers weren't trained or prepared for this type of educational environment. Student attendance and engagement were areas of concern. New implementations have been made to ensure progress is made during the school year. We have implemented teacher pull-out and push-in plans for all ELA teachers to receive support in one or more class periods. Teachers plan together on a weekly basis to identify target groups of students who need specialized assistance. We are planning teacher training to help close gaps. We are closely monitoring our new Read 180 Reading program and our new ELA curriculum, Into Literature.

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

Our 7th grade SWD group made larger increases in proficiency on the iReady ELA and Math tests from the fall 2020 test to the winter 2020 test.

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

Our special education department has specialized into a math support facilitator-led class and an ELA-focused support facilitator class. Literacy continues to grow and improve throughout the school year. Grammar, writing instruction and reading strategies have been routinely practiced throughout Reading and ELA classes to proactively enhance the upcoming FSA ELA scores. Social Studies has also implemented strategies to assist in students acquiring the necessary assistance in ELA. Once a week, the social studies teachers dedicated class time to focusing on target ELA standards such as citing textual evidence and main/central idea.

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

- A priority on student engagement.
- PASL classes to support our most fragile learners, and students who need course recovery.
- After school tutoring for ELL students.
- Utilization of iPads to enhance lesson delivery and student learning.
- A concentrated effort on remediation plans after data collection (CFA, unit tests, ongoing formative assessments).
- Teacher training in differentiation.

- Use of PLCs to closely monitor data and teaching strategies that were effective.
- Winter Camp and Spring Break Camp for at risk students

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.

We will be holding professional development through such things as:

- Routine lunch and learn events. These are typically led by staff members.
- Professional development for ELA and reading teachers. We have already schedule our first Into Literature Deep Dive on October 18, 2021.
- Differentiation
- Classroom Management
- ELA/Reading writing workshop focused on teaching teachers how to teach writing
- Mathematica thinking and reasoning PD
- Student engagement training
- Project Lead the Way training for teachers (computer science curriculum)

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

- Push in and pull out support in ELA and math classes
- After school tutoring program
- PASL classes that support student with course recovery and homework help
- Winter Camp and Spring Break Camp for at risk students

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Career & Technical Education

Area of Focus

Description and Rationale:
 1. Short term goal: Tech & STEM proficiency of basic Office 365 tools
 2. Long term goal: Implement Problem-Solving (engineering-design) process

Measurable Outcome:

1. Short term goal: Increase students & teacher Tech & STEM proficiency of basic Office 365 tools by the end of Q2- 75% student proficiency in select applications-1.) Powerpoint and 2.) FlipGrid or choice of subject specific application.
 2. Long term goal: 75% of students will achieve a level 3 depth of response on their Problem-Solving (engineering-design) process reports.

Monitoring:

1. Short and long term goals will be met by employing the use of rubrics as an evidence-based strategy as well as PBL/ Design Process. Rubrics will be used to measure proficiency in select applications and depth of response on Problem-Solving process.

Person responsible for monitoring outcome:

Jenna Gentile (jenna.gentile@browardschools.com)

Evidence-based Strategy:

1. Short term goal: Rubrics will be used to guide student progress in reaching desired proficiency goal for selected Office 365 applications. Resources shown below:
<https://www.effectiveeducators.com/iob/attachment/show/572268b7e4b0031c8dde17ad>
<https://www.effectiveeducators.com/iob/attachment/show/57226954e4b0031c8dde1a0b>
 2. Long term goal: We will also include the use of rubrics particularly a Depth of Response Rubric that will serve to collect formative data on Problems Solving Skills throughout the year.
 a. BCPS Applied Learning Department suggests this implementation to support STEM magnet program.
 b. PBS Kids: Engineers rely on the design process to guide them. It's the series of steps they use to come up with solutions.
 c. Teach Engineering: The engineering design process emphasizes open-ended problem solving and encourages students to learn from failure. This process nurtures students' abilities to create innovative solutions to challenges in any subject!
 d. PBL Works: Inherent in Project Based Learning is the design thinking process that questions, opens up, builds, iterates, tests and redesigns, then starts all over again. There are many models of design thinking; it is a process that is always developing and changing.

Rationale for Evidence-based Strategy:

1. Short term goal:
 a. Identify which basic Office 365 tools will be used to determine instruction/assessment
 b. Determine basic applications of selected tools
 c. Identify a rubric for the selected basic Office 365 tools
 d. Assign student-paced activities/tasks
 e. Review results individually/whole group
 2. Long term goal:
 a. Refine questions aligned to the Problem-Solving Process
 i. Receive input from elective teachers
 b. Identify a rubric for the refine questions
 i. Receive input from elective teachers
 c. Facilitate professional development on the use/implementation of the Problem-Solving

Process

d. Assign questions to students' activities/tasks

e. Review results individually/whole group

Action Steps to Implement

No action steps were entered for this area of focus

#2. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Increasing student learning gains in Literacy. The rationale for using formative assessments is that teachers can monitor and provide ongoing feedback to students and this feedback helps to improve the teacher’s instructional practices and it improves student learning. Formative assessments help students to identify their strengths and weaknesses. It also targets the specific areas that need work.

Measurable Outcome: As of the last FSA from 2021, less than half (31%) of our students are making learning gains. By May 2022, 75% of ELA students will make learning gains as evidenced by the ELA FSA.

Monitoring: We will be examining the selection tests in the new curriculum called Into Literature as well as the unit test results. These tests go into a growth algorithm for us to monitor students' individual and class progress. We will also utilize PLCs to examine common assessments for rigor.

Person responsible for monitoring outcome: Jenna Gentile (jenna.gentile@browardschools.com)

Evidence-based Strategy: By May 2022, 75% of ELA students will make learning gains as evidenced by the ELA FSA.

Rationale for Evidence-based Strategy: The rationale for using formative assessments is that teachers can monitor and provide ongoing feedback to students and this feedback helps to improve the teacher’s instructional practices and it improves student learning. Formative assessments help students to identify their strengths and weaknesses. It also targets the specific areas that need work.

Action Steps to Implement

Identify eligible students and place into subgroups. Cohort subgroups in content specific areas with remediation support.

Person Responsible Jenna Gentile (jenna.gentile@browardschools.com)

Use formative assessment to track data. Analyze data through PLC to drive instructional strategies, tools and interventions.

Person Responsible Jenna Gentile (jenna.gentile@browardschools.com)

Progress monitor students through CFA, diagnostics, and data chats.

Person Responsible Jenna Gentile (jenna.gentile@browardschools.com)

#4. Instructional Practice specifically relating to Math

Area of Focus
Description and Rationale: Student engagement in real-world math application. All students regardless of the level Math will learn of the ways in which the concepts learned in class will be applicable in real-world situations.

Measurable Outcome: In the 2021-2022 school year, data from teacher created Common Formative Assessments (CFA) developed at DOK level 3 or higher will show that 50% of students will master the standard(s) tested in 6th-8th grade Math. Mastery is considered to be receiving a score of 70% or higher.

Teachers report to an assigned classroom every Wednesday. Teachers are responsible for working on Formative Assessments, Curriculum Maps, and enrichment and remediation activities by grade level.

Monitoring: Teachers incorporate learning centers before and after the data of each assessment. The focus during centers would be to provide remediation and enrichment to students that did not achieve mastery on the Common Formative Assessment. Teachers have identified students that would benefit from Young Peoples Project (YPP). YPP is a program joined with Algebra Project that is aimed at helping low-income students and students of color in need of an intervention to successfully acquire mathematical skills. This peer-led initiative is still in the planning phases and is in collaboration with Hallandale High School’s Algebra Project Program.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Teachers will submit class rosters to the department chair showing that students have been registered along with their progress. The Math department will collaboratively create methods in which students can be aware of the way math can be used in the real world as well as careers that Math can be implemented. This will be announced to all students during the morning announcements during a segment called Math Matters.

Rationale for Evidence-based Strategy: Mastery is considered to be receiving a score of 70% or higher. This data will be collected bi-quarterly and will be used to restructure instruction by providing remediation/enrichment to students using I-Ready, ST Math, small group learning centers, and direct explicit instruction.

Action Steps to Implement

1. Teachers will meet in professional learning communities by grade level to collaborate in the planning of lessons and sharing best practice.
2. Teachers will incorporate the utilization of learning centers to increase student success.
3. Teachers will increase availability of tutoring for students, utilizing such strategies as peerled tutoring, pushin and pullout sessions led by the Math Coach, to increase student success.
4. Teachers will incorporate the utilization of digital learning resources, such as I-ready, ST Math, and Algebra Nation to increase student success.
5. All students regardless of the level Math will learn of the ways in which the concepts learned in class will be applicable in real-world situations.

Person Responsible [no one identified]

#5. Instructional Practice specifically relating to Science

Area of Focus

Description and Rationale: Science proficiency

Measurable Outcome: The percentage of 8th grade students and 7th grade GEARS students scoring a 3,4 or 5 will increase to 40% by May 2021 as measured by the FSA and SSA.

Monitoring: This year our 7th grade GEARS Students will take the 8th grade Statewide Science Assessment (SSA) along with our 8th grade students. Mr. Montalto will work closely with Mr. Kadhum to make sure that he uses all of the strategies that we use in the 8th grade to assure that our 7th graders will be prepared for the Statewide Science Assessment.

Person responsible for monitoring outcome: Brisco Decembert (b.decembert@browardschools.com)

Evidence-based Strategy: This year our 7th grade GEARS Students will take the 8th grade Statewide Science Assessment (SSA) along with our 8th grade students. Mr. Montalto will work closely with Mr. Kadhum to make sure that he uses all of the strategies that we use in the 8th grade to assure that our 7th graders will be prepared for the Statewide Science Assessment.

Rationale for Evidence-based Strategy: Mini Lessons will be the main strategy that we implement this year. Our mini lessons are a 10 minute review each morning of a standard from 6th or 7th grade. We will do the lesson on a standard each day for 9 days. On the 10th day the students will be given a 5 question Mini Assessment. For the 7th grade GEARS students we will mini lessons will review the 6th grade curriculum. We have done this each year except for one and that year we dropped 6%. Every year that we have done this strategy we have improved at least 3% over the previous year scores. We are also using common formative assessments that are rigorous for the students. The rationale for this is to get the students use to the types of questions that they will see on the Statewide Science Assessment.

Action Steps to Implement

1. Mini Lesson and Mini Assessments
2. Common Formative Assessments
3. Planning together among the 3 grade levels. Each grade level will plan together on Wednesdays during their planning period.
4. Our PLC's will also help with the planning piece along with analyzing data together and sharing best practices.
5. Data chats will be used to show the students their progress along the way.
6. Lastly, we will use our District Instructional Specialist (Tracy Colucci) for support and ideas to help our students reach their goal

Person Responsible Brisco Decembert (b.decembert@browardschools.com)

#6. Instructional Practice specifically relating to Social Studies

Area of Focus
Description and Rationale: Increase Civics scores from 42% proficient to 70%- Increasing Proficiency

Measurable Outcome: End of Course Civics Exam

Monitoring: All CFAs and major assessments will be shared at PLCs, at leading learner days, and at administrative meetings every other week.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Benchmark quizzes and CFAs

Rationale for Evidence-based Strategy: This strategy is data driven and will help determine areas of focus in preparation for the EOC.

Action Steps to Implement

1. Fuse ELA standards with SS standards
2. Collaborate with grade level ELA teachers
3. Commit to holding students accountable with grammar in our daily assignments
4. Administer CFAs with EOC style questions

Person Responsible [no one identified]

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.

MCNICOL MIDDLE SCHOOL reported 6.0 incidents per 100 students. This rate is greater than the statewide middle/junior school rate of 4.2 incidents per 100 students. We will monitor the following 2 areas:

- primary: Violent incidents**
- secondary: Disruptive behaviors**

On a monthly basis, the PBIS reviews school data and continues to plan strategically for incentives to improve school discipline and climate.

McNicol also institutes 10 minutes of SEL for students on a daily basis.

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.

McNicol's schoolwide positive behavior model is preventative, multi-tiered, and culturally responsive. It is geared to reducing the discipline gap, and designed to meet the social-emotional and academic needs of both students and their families. Our positive behavior intervention strategies are structured on the following principles:

- a functioning team and administrative support
- faculty & stakeholder commitment
- meeting school-wide behavior expectations
- reward programs

The design engages stakeholders in the decision-making process with the goal to reducing discipline incidents.

Our program is designed with a system of rewards, such as monthly student social activities, field trips, positive behavior incentives and recognition, sporting events, and various other activities that promote positive student behavior. Our core values or 4 B'S are:

- Be safe
- Be a learner
- Be respectful and
- Be responsible.

Furthermore, students are taught life skills, and relatable cultural experiences geared to closing the academic achievement gap. McNicol's reward programs, ensure accountability and our school's commitment to equitable student behavior outcomes.

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

- Dierdre Benka-Coker: Principal
- Charles Montalto: BTU Representative
- Ken Bankston: SPBP Point of Contact
- Dante Garafalo: . SAC Chair
- Chandra Lee: Guidance Director
- Lara Ruddy: Literacy Coach

Jessica Patterson: Math Coach
 Tracey Ryser: Administrator
 Brisco Decembert: Administrator
 Angela Coby: Administrator
 Elizabeth Robinson: Educational Support Professional
 Charlene Franklin: Magnet Coordinator

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0481 - Mcnicol Middle School	Title, I Part A		\$10,000.00
			<i>Notes: Student Engagement Classroom Management Into Literature--Deep Dive Mathematical Thinking and Reasoning Differentiation of Instruction Writing Workshop</i>			
2	III.A.	Areas of Focus: -- Select below --:				\$112,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0481 - Mcnicol Middle School	Title, I Part A	90.0	\$4,000.00
			<i>Notes: After School Homework Support</i>			
			0481 - Mcnicol Middle School	Other	170.0	\$108,000.00
			<i>Notes: Lowest 25% ESSER push-in/pull-out</i>			
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
6	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$0.00
					Total:	\$122,000.00