William Dandy Middle School

2021-22 Schoolwide Improvement Plan

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William Dandy Middle School

2400 NW 26TH ST, Fort Lauderdale, FL 33311

[no web address on file]

Demographics

Principal: Felice Winston Davis

Start Date for this Principal: 9/28/2021

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 Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (48%) 2016-17: C (52%)
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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William Dandy Middle School

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[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	79%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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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.

William Dandy Middle School...where we prepare children to be successful in a global and increasingly competitive environment by offering rigorous and relevant curriculum for all.

Provide the school's vision statement.

Providing a High Quality Education with an Emphasis on the Whole Child.

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
Winston , Felice	Principal	The School Principal will effectively perform the performance responsibilities using the following knowledge, skills and abilities to: provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data. The School Principal will need knowledge of current educational trends and research. Knowledge and understanding of the unique needs and characteristics of school system.
Battle, John	Assistant Principal	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.
Coletti, Cara	Assistant Principal	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

Name	Position Title	Job Duties and Responsibilities
		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.
Davis, Jhanel	School Counselor	meet with teachers to present and explain the results of various testing programs. 2. assist teachers in effective utilization of test results. 3. counsel students on personal, academic and vocational problems and notify parents as deemed necessary. 4. establish small group counseling sessions. 5. provide materials and suggestions for classroom oriented guidance activities. Secondary Guidance Counselor (Cont.) JJ-005 6. identify community and school system resources, and when advisable, refer student situations to the proper agencies. 7. arrange student, parent and teacher conferences. 8. keep records of conferences and send reports, within the limits of confidentiality, to the principal, 9. provide educational counseling to students prior to the scheduling of classes. 10. gather information from all faculty members having contact a student being considered for referral. 11. assemble and maintain up-to-date information concerning educational and occupational possibilities. 12. review current developments, literature and technical sources of information related to job responsibility. 13. ensure adherence to good safety procedures. 14. perform other duties as assigned by the Principal. 15. follow federal and state laws, as well as School Board policies.
Pink, Kecia	School Counselor	meet with teachers to present and explain the results of various testing programs. 2. assist teachers in effective utilization of test results. 3. counsel students on personal, academic and vocational problems and notify parents as deemed necessary. 4. establish small group counseling sessions. 5. provide materials and suggestions for classroom oriented guidance activities. Secondary Guidance Counselor (Cont.) JJ-005 6. identify community and school system resources, and when advisable, refer student situations to the

Name	Position Title	Job Duties and Responsibilities
		proper agencies. 7. arrange student, parent and teacher conferences. 8. keep records of conferences and send reports, within the limits of confidentiality, to the principal, 9. provide educational counseling to students prior to the scheduling of classes. 10. gather information from all faculty members having contact a student being considered for referral. 11. assemble and maintain up-to-date information concerning educational and occupational possibilities. 12. review current developments, literature and technical sources of information related to job responsibility. 13. ensure adherence to good safety procedures. 14. perform other duties as assigned by the Principal. 15. follow federal and state laws, as well as School Board policies.
Hardge, Deveil	Other	
Smith, Shanna	Instructional Coach	The Literacy Coach will provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic literacy-focused mentoring, coaches will support teachers to develop skills in analyzing student work, differentiating instruction, supporting English Language learners and students with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers. The goal of the Literacy Coach is to improve and sustain student achievement by promoting a culture for literacy learning to include all stakeholders, by enhancing and refining literacy instruction and intervention, providing targeted instructional coaching and building capacity for literacy across the curriculum.
Knowles, Tomika	Instructional Coach	The Science Coach will provide personalized support that is based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic content focused mentoring, coaches will support teachers to develop skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies, analyzing student work, differentiating instruction and supporting English Language learners and student with

Name	Position Title	Job Duties and Responsibilities
		special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.
	Teacher, K-12	SAC chair. Oversee the School Improvement Plan. Facilitate the monthly meetings

Demographic Information

Principal start date
Tuesday 9/28/2021, Felice Winston Davis

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.*
0

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.*
10

Total number of teacher positions allocated to the school
47

Total number of students enrolled at the school
855

Identify the number of instructional staff who left the school during the 2020-21 school year.
3

Identify the number of instructional staff who joined the school during the 2021-22 school year.
5

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	273	307	275	0	0	0	0	855
Attendance below 90 percent	0	0	0	0	0	0	68	89	74	0	0	0	0	231
One or more suspensions	0	0	0	0	0	0	9	16	35	0	0	0	0	60
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	66	93	105	0	0	0	0	264
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	89	139	76	0	0	0	0	304
Number of students with a substantial reading deficiency	0	0	0	0	0	0	142	219	149	0	0	0	0	510
	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	

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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	353	264	291	0	0	0	0	908
Attendance below 90 percent	0	0	0	0	0	0	3	2	0	0	0	0	0	5
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	5	24	0	0	0	0	29
Course failure in Math	0	0	0	0	0	0	0	11	23	0	0	0	0	34
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	75	73	105	0	0	0	0	253
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	72	63	121	0	0	0	0	256

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	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	5	7	3	0	0	0	0	15

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	273	307	275	0	0	0	0	855
Attendance below 90 percent	0	0	0	0	0	0	68	89	74	0	0	0	0	231
One or more suspensions	0	0	0	0	0	0	9	16	35	0	0	0	0	60
Course failure in ELA	0	0	0	0	0	0	0	5	24	0	0	0	0	29
Course failure in Math	0	0	0	0	0	0	0	11	23	0	0	0	0	34
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	75	73	105	0	0	0	0	253
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	72	63	121	0	0	0	0	256

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	20	52	13	0	0	0	0	85

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	1	5	0	0	0	0	6

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				38%	57%	54%	35%	57%	53%
ELA Learning Gains				47%	57%	54%	43%	57%	54%
ELA Lowest 25th Percentile				39%	48%	47%	41%	50%	47%
Math Achievement				39%	60%	58%	42%	60%	58%
Math Learning Gains				44%	58%	57%	46%	59%	57%
Math Lowest 25th Percentile				35%	49%	51%	36%	50%	51%
Science Achievement				49%	49%	51%	40%	52%	52%
Social Studies Achievement				53%	71%	72%	60%	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	35%	57%	-22%	54%	-19%
Cohort Comparison						
07	2021					
	2019	30%	55%	-25%	52%	-22%
Cohort Comparison		-35%				
08	2021					
	2019	45%	59%	-14%	56%	-11%
Cohort Comparison		-30%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	28%	58%	-30%	55%	-27%
Cohort Comparison						
07	2021					
	2019	22%	53%	-31%	54%	-32%
Cohort Comparison		-28%				
08	2021					
	2019	23%	45%	-22%	46%	-23%
Cohort Comparison		-22%				

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	98%	67%	31%	67%	31%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	50%	71%	-21%	71%	-21%
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	98%	61%	37%	61%	37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	91%	56%	35%	57%	34%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

All Grades - iReady for Math and Reading
All Grades - Mastery Connect for Math and Science
6th Grade GEM - Cumulative Mastery Connect
7th Grade Civics - Mastery Connect
7th & 8th Algebra - MyHRW & iReady
8th BIO - Mastery Connect
8th Grade Geometry - MyHRW & Geometry Works

Grade 6			

	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55	42	85
	Economically Disadvantaged	90	90	90
	Students With Disabilities			
	English Language Learners			

	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19	26	46
	Economically Disadvantaged	90	90	90
	Students With Disabilities			
	English Language Learners			

Grade 7			

	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	N/A	40
	Economically Disadvantaged	90	90	90
	Students With Disabilities			
	English Language Learners			

	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47		47
	Economically Disadvantaged	90	90	90
	Students With Disabilities			
	English Language Learners			

	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		59	
	Economically Disadvantaged	90	90	90
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42		39
	Economically Disadvantaged	90	90	90
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44		64
	Economically Disadvantaged	90	90	90
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		48	
	Economically Disadvantaged	90	90	90
	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	16	22	19	11	19	31	10	24			
ELL	34	35	23	29	16	7	42	45	62		
BLK	36	34	22	26	17	21	39	43	63		
HSP	52	52		36	21		50		62		
WHT	70	80		40	50						
FRL	34	35	22	23	17	22	35	42	57		
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	19	36	25	18	33	32	30	21			
ELL	28	44	43	35	41	44	38	39	86		
BLK	36	47	40	37	43	35	47	51	94		
HSP	47	43		58	47		54				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
MUL	60	50		80	80						
WHT	86	79		64	64						
FRL	38	47	39	38	44	36	49	54	94		

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	19	35	28	22	26	22	23	30			
ELL	14	38	35	23	41	36	25	41			
BLK	34	43	41	41	46	37	37	60	88		
HSP	63	52		60	50		87	50	69		
MUL	36	27		57	45						
WHT	50	45		67	55						
FRL	35	44	42	42	47	37	41	61	86		

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	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	30
Total Points Earned for the Federal Index	339
Total Components for the Federal Index	10
Percent Tested	89%

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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	46
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	60
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	32
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?

Progress monitoring data and state assessment data demonstrate the following trends across grade levels:
6th Grade – demonstrated a 6% increase in achievement from fall to spring 2020-21 in Reading and 11% decrease from fall to spring in Math as evidenced in iReady data.
7th Grade – demonstrated a 2% increase in achievement from fall to spring 2020-21 in Reading and 9% decrease from fall to spring in Math as evidenced in iReady data.
8th Grade – demonstrated a 8% decrease in achievement from fall to spring 2020-21 in Reading and 9% decrease from fall to spring in Math as evidenced in iReady data.
Subgroups – Reading that data shows only a 4% discrepancy between white and black students, with white students demonstrating the higher achievement level, Math shows a 9% discrepancy. Reading date shows a 19% increase in female achievement school wide; Math, data shows a 16% increase in female achievement.
Science data demonstrated a 10% decrease in school wide achievement from 2020-21
Social Studies demonstrated a 6% decrease in school wide achievement from 2020-21

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

Mathematics – which has seen a 7% decrease in 6th grade, 1% decrease in 7th grade, and 11% decrease in 8th grade achievement from 2019 – 2020 to 2020-2021 sy.

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

Access to technology and attendance are the prominent barriers as ELO was 100% virtual for Saturday Academy. Before and After school tutoring was hybrid and available in face to face and virtual platforms. Students were monitored and contacted via Microsoft Teams. Parent contact and engagement impacted attendance immensely.

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

N/A

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

Our School Wide Literacy Plan, tutoring programs, collaboration with our PLCs, Extended Learning Opportunities, and FSA/EOC review sessions will help increase student achievement levels. These are not limited to, but include:
• Before & After school tutoring
• In school tutoring with ESSR support
• Extended Push-In/ Pull-Out Enrichment period that begins in October 2019
• Wildcat Language Enrichment Camp and Saturday Academy
• Math, Science and ELA tutoring beginning in November 2019

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

• Unified Curriculum (per discipline/ grade level).
• Utilizing formative assessments.
• Promoting student engagement with incentives.
• Using scales and rubrics school-wide.
• Clearly articulated expectation, goals, learning outcomes, and course requirements, and course requirements increase student motivation and improve learning.
• Meaningful and timely feedback to teachers and students to improve learning gains in core subject areas.
• Differentiating instruction to meet individual student needs by scaffolding and accommodating IEPs, RtI, ESOL, etc.

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.

PLCs, and combined interdisciplinary professional developments are opportunities to analyze student work, which results in our students reaching high levels of achievement, preparing them for college or careers. We have made progress towards implementing Social Emotional Learning strategies that include academic and socialization supports such as mentoring and counseling for all students. Teachers are provided several professional development trainings that centered around building positive relationships with students, SEL, and WDMS has a PBL professional development and collaboration amongst teachers in several grade and content areas.

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

Our goal is for all students to be prepared for their future. Our retention rate is low, yet there is room for growth in all content areas. Teachers will spend ample time exploring and implanting differentiated instruction that will be monitored on a consistent basis throughout the school year.
Our goal is to also increase the number of high-level courses offered at Dandy by incentivizing Gifted Professional Development Certification opportunities.
Other efforts to increase achievement and development are child studies, and IEP meetings, which give our staff the opportunities to collaboratively work towards student success and follow our school's mission/ vision.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Literacy: After showing increase in 2019, we had decrease in ELA in our achievement and learning gains, in addition to decreases in our lower quartile learning gains.
Measurable Outcome:	
Monitoring:	
Person responsible for monitoring outcome:	Cara Coletti (cara.coletti@browardschools.com)
Evidence-based Strategy:	
Rationale for Evidence-based Strategy:	

Action Steps to Implement

No action steps were entered for this area of focus

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.

Based on when we compared the discipline data presented on the SafeSchoolsforAlex.org website. Our school is ranked in the top 10% of schools with 106 total fights in 2019-2020, however the data from 2020-2021 has yet to become available. The areas of concern we will monitor this school year are the amount of fights as well as disruptive and unruly behaviors leading to disobedience and insubordination:
We will increase hallway supervision during class transitions as well as before and after school. As a PBIS school with an active SWPBP, our school culture has adopted to a climate where students are rewarded with gifts and incentives for behaving themself in the appropriate manner. This is a plan that we have received increased by in from staff and students which we are hoping to reduce the amount of fighting and inappropriate behaviors on our campus in 2021-2022 ultimately decreasing our incident data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

We are proud to be awarded and recognized throughout the state and nationally as one of Broward County Public Schools top PBIS schools. Receiving the GOLD PBIS standard for 3 consecutive years, our entire staff supports our PBIS initiatives, which promotes the reinforcement of positive behavior which has been woven in the culture of our campus environment.

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

Cara Coletti: Assistant Principal & Data Collection
PBIS Leadership TEAM: Develop our PBIS & SWPBP Plan
WDMS Staff: Support and Implements PBIS initiatives

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1071 - William Dandy Middle School			$1,000.00
					Total:	$2,000.00