

Broward County Public Schools

Nova Middle School



2022-23 Schoolwide Improvement Plan

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Nova Middle School

3602 COLLEGE AVE, Davie, FL 33314

[no web address on file]

Demographics

Principal: Rayner Garranhan

Start Date for this Principal: 6/30/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (57%) 2018-19: B (60%) 2017-18: A (62%)
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	ATSI
* 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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Nova Middle School

3602 COLLEGE AVE, Davie, FL 33314

[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>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>88%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>92%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	B	B	B

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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

Name	Position Title	Job Duties and Responsibilities
Jones, Wanda	Teacher, K-12	Head of the elective department. Facilitates PLC's with teachers on a bimonthly basis to collaborate with administration to increase student achievement. Also meets with teachers for monthly department meetings to disseminate information from leadership meetings.
Welsh, Marie	Teacher, K-12	Head of the Language arts department. Facilitates PLC's with teachers on a bimonthly basis to collaborate with administration to increase student achievement. Also meets with teachers for monthly department meetings to disseminate information from leadership meetings.
Pastor, Ashley	Teacher, K-12	Department chair of the Math department. Facilitates PLC's with teachers on a bimonthly basis to collaborate with administration to increase student achievement. Also meets with teachers for monthly department meetings to disseminate information from leadership meetings.
Lopez, Kiesha	Teacher, K-12	Head of the Language arts department. Facilitates PLC's with teachers on a bimonthly basis to collaborate with administration to increase student achievement. Also meets with teachers for monthly department meetings to disseminate information from leadership meetings.
Leverette, Jaylen	Teacher, K-12	Head of the Science department. Facilitates PLC's with teachers on a bimonthly basis to collaborate with administration to increase student achievement. Also meets with teachers for monthly department meetings to disseminate information from leadership meetings.
Erie, Brenda	School Counselor	6th Grade guidance counselor and Guidance Director Meets with individual students to address student conflicts and behavior and participates in RTI interventions for 8th grade
Thompson, Kendra	Teacher, K-12	Head of the History department. Facilitates PLC's with teachers on a bimonthly basis to collaborate with administration to increase student achievement. Also meets with teachers for monthly department meetings to disseminate information from leadership meetings.

Demographic Information

Principal start date

Thursday 6/30/2016, Rayner Garranhan

Number of teachers with a 2022 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 2022 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.*

0

Total number of teacher positions allocated to the school

63

Total number of students enrolled at the school

1,289

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	460	446	397	0	0	0	0	1303
Attendance below 90 percent	0	0	0	0	0	0	92	115	90	0	0	0	0	297
One or more suspensions	0	0	0	0	0	0	85	124	84	0	0	0	0	293
Course failure in ELA	0	0	0	0	0	0	45	39	36	0	0	0	0	120
Course failure in Math	0	0	0	0	0	0	36	52	50	0	0	0	0	138
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	83	113	87	0	0	0	0	283
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	94	119	118	0	0	0	0	331
Number of students with a substantial reading deficiency	0	0	0	0	0	0	59	52	27	0	0	0	0	138

Using the table above, complete the table below with the number of students by current grade level who have 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	145	155	121	0	0	0	0	421

Using current year data, complete the table below with the number of students identified as being "retained.":

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	15	16	30	0	0	0	0	61
Students retained two or more times	0	0	0	0	0	0	5	8	15	0	0	0	0	28

Date this data was collected or last updated

Thursday 9/1/2022

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

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

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

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	31	53	63	0	0	0	0	147
Students retained two or more times	0	0	0	0	0	0	1	3	3	0	0	0	0	7

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	31	53	63	0	0	0	0	147
Students retained two or more times	0	0	0	0	0	0	1	3	3	0	0	0	0	7

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%	54%	50%				63%	57%	54%
ELA Learning Gains	59%						56%	57%	54%
ELA Lowest 25th Percentile	46%						39%	48%	47%
Math Achievement	53%	41%	36%				64%	60%	58%
Math Learning Gains	68%						55%	58%	57%
Math Lowest 25th Percentile	56%						41%	49%	51%
Science Achievement	44%	52%	53%				58%	49%	51%
Social Studies Achievement	56%	63%	58%				72%	71%	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	2022					
	2019	63%	57%	6%	54%	9%
Cohort Comparison						
07	2022					
	2019	62%	55%	7%	52%	10%
Cohort Comparison		-63%				
08	2022					
	2019	63%	59%	4%	56%	7%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	61%	58%	3%	55%	6%
Cohort Comparison						
07	2022					
	2019	62%	53%	9%	54%	8%
Cohort Comparison		-61%				
08	2022					
	2019	6%	45%	-39%	46%	-40%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	48%	43%	5%	48%	0%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	67%	33%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	71%	1%	71%	1%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	61%	34%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	56%	44%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	20	42	38	22	54	45	14	26	69		
ELL	40	51	42	50	69	49	24	33	76		
ASN	76	72	55	84	86		56	74	91		
BLK	49	55	46	43	64	57	34	50	72		
HSP	63	62	43	62	71	53	46	65	75		
MUL	75	77		70	67		85	58	81		
WHT	67	62	50	68	73	59	63	64	85		
FRL	50	56	45	46	65	55	35	51	73		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	16	23	17	24	20	18	23	35	50		
ELL	42	39	26	47	27	21	36	61	54		

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
ASN	71	64	8	73	34		62	74	87		
BLK	45	37	23	32	18	11	29	57	45		
HSP	59	48	33	55	30	28	61	67	64		
MUL	72	50		65	32		64	79	77		
WHT	64	41	35	56	23	18	58	88	66		
FRL	48	39	25	38	20	11	38	59	54		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	37	27	26	38	33	27	32	93		
ELL	46	58	47	54	46	29		43			
ASN	82	72	60	82	65		75	88	96		
BLK	56	49	36	54	52	38	45	67	89		
HSP	69	58	39	70	55	33	67	67	95		
MUL	77	60		84	57		77		100		
WHT	72	68	52	80	63	62	79	87	99		
FRL	57	53	41	57	51	40	43	67	93		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	551
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The data component that showed the lowest performance for the 2021 - 2022 school year was student with disabilities. Based on the 21 - 22 FSA data 22% of SWD students scored proficient on the ELA FSA and 19% scored proficient on the 21 - 22 Math FSA. There is a trend for the lowest quartile in ELA and Math not making significant gains.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The Data component that showed the greatest need for improvement was the students with disabilities. Last year was the first year that we were back in school since the pandemic, Nova Middle provided several programs to support students such as our SSSI tutoring program, YPP, and iReady Math incentive program.

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

Due to the pandemic, many of the students participated in class virtually in the 2020 - 2021 school year, and many parents and students were hesitant to return to school for in person learning. In 2021 - 2022 students were attending school in person after being at home or participating. This year both Math and Reading have transitioned to the New Florida best standards. Math will participate through Progress Monitoring throughout the school year using topic common formative assessments to monitor student achievement and progress with the mathematics standards.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

According to the Data components between the 2022 and 2021 state assessments, Math, ELA, and Science all showed gains compared to the 2021 data. This can be attributed to the supports that were provided last year, since it was our first year fully in person.

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

During the 2021 - 2022 school we had several support programs that were initiated to help students in all subjects areas such as our SSSI tutoring and our district led YPP Program.

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

Teachers will need to implement bell to bell instruction, differentiated instruction, the utilization of online platforms for individualized practice, and professional development techniques that promotes student engagement including classroom academic centers.

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.

Teachers will receive professional development on the utilization of centers, and student engagement. Teachers will also have access to professional development through the secondary learning content PD.

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

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

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Increase reading comprehension by May 2023 - Achievement Data in ELA, who scored a level 5 or above will increase by at least 5%.

Include a rationale that explains how it was identified as a critical need from the data reviewed. Using the approved curriculum teachers will collect and analyze data for both progress monitoring tests and teacher created tests. Teacher will meet in PLC's to collaborate and identify information to target additional remediation and enrichment opportunities.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. By the end of May 2023 The percentage of students scoring proficient or higher will increase from 38% to 43% as measured by the Fast progress monitoring tests.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome. The area of focus will be monitored by the Progress Monitoring FAST tests and the growth measure tests provided by the HMH curriculum.

Person responsible for monitoring outcome: Cassandra Woehr (cassandra.woehr@browardschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

- Collection of selection tests from the state approved curriculum
- Benchmark assessments
- Unit Tests
- Mid and Final FAST Progress Monitoring Tests
- Lesson Study via PLC's and Data Cycle Analysis

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

To determine if the students are mastering these standards Data needs to be gathered in the beginning of each Unit/Section to analyze where the students understanding of the standards are. This will be given through teacher given materials such as HMH, and into literature curriculum. Teachers will collect and Analyze the Data. Using the Data teachers will collaborate in PLC's and create effective lesson plans using district resources. At the end of the Unit Teachers will give a post test and will record, analyze, and compare the data with the pretest. This will allow the teachers to identify any gaps that may be addressed through one on one pull outs, or additional remediation and enrichment.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- 1) Teachers will assess students after the completion of the first collection unit
- 2) Analyze data after student tests and target area needing improvement
- 3) Remediate or enrich as needed

Person Responsible Cassandra Woehr (cassandra.woehr@browardschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

<p>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>By May 2023 Achievement Data in Math, ELA, and Science for students with disabilities who scored a 3 or above on the FSA will increase by at least 5%.</p> <p>To determine if the students are mastering these standards Data needs to gathered in the beginning of each Unit/Section to analyze where the students understanding of the standards are. This will given through teacher given materials such as savvas success maker, and into literature Teachers will collect and Analyze the Data. Using the Data teachers will collaborate in PLC's and create effective lesson plans using district resources. At the end of the Unit Teachers will give a post test and will record, analyze, and compare the data with the pretest. This will allow the teachers to identify any gaps that may be addressed through one on one pull outs, or additional remediation and enrichment.</p>
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<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>By May 2023 Achievement Data in Math, ELA, and Science for students with disabilities who scored a 3 or above on the FSA will increase by at least 5%.</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>In order to raise the lowest quartile proficiency scores within the school Nova Middle School will be using data cycles in order to monitor students performance and mastery of the standards.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Andre Jones (andre.jones@browardschools.com)</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.</p>	<p>In order to raise the lowest quartile proficiency scores within the school Nova Middle School will be using data cycles in order to monitor students performance and mastery of the standards.</p>
<p>Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.</p>	<p>To determine if the students are mastering these standards Data needs to gathered in the beginning of each Unit/Section to analyze where the students understanding of the standards are. This will given through teacher given materials such as savvas success maker, and into literature Teachers will collect and Analyze the Data. Using the Data teachers will collaborate in PLC's and create effective lesson plans using district resources. At the end of the Unit Teachers will give a post test and will record, analyze, and compare the data with the pretest. This will allow the teachers to identify any</p>

gaps that may be addressed through one on one pull outs, or additional remediation and enrichment.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible Andre Jones (andre.jones@browardschools.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

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

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

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