

Broward County Public Schools

James S. Rickards Middle School



2022-23 Schoolwide Improvement Plan

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James S. Rickards Middle School

6000 NE 9TH AVE, Oakland Park, FL 33334

[no web address on file]

Demographics

Principal: Jorge Gurreonero

Start Date for this Principal: 8/26/2022

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)	100%
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* Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (41%) 2018-19: C (50%) 2017-18: C (51%)
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	CSI
* 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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James S. Rickards Middle School

6000 NE 9TH AVE, Oakland Park, FL 33334

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission at James S. Rickards Middle School is to provide a high quality and personalized education in a safe and supportive learning community of students and adults who embrace a growth mindset and achieve success through collaboration, respect, responsibility, and accountability.

Provide the school's vision statement.

The vision at Rickards is to build a future of life-long learning and innovative thinking for the 21st century global student who is socially and mentally prepared to be college and career ready.

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
Drake, Kwan	Assistant Principal	<p>Curriculum Areas:</p> <ul style="list-style-type: none"> • Social Studies • Electives • BEST Standards Implementation <p>Reopening</p> <ul style="list-style-type: none"> • Master Schedule • First Day Packets <p>Specific Responsibilities & Assigned Tasks:</p> <ul style="list-style-type: none"> • 504 Plans • Academic Competitions • Athletics • Certification • Class Size • Clubs • Curriculum Council • Extra-Curricular Activities • Fieldtrips • ETS/FTE • Equity Liaison • Grades/Interims • Grants Liaison • Home School/Hospital Homebound • Health Services: Clinic Procedures, Health & Wellness • ID Badges Distribution • Leases • Mentoring Programs (MTL/5,000R) • Public Relations: Marquee/Website • Property & Inventory • Report Cards/Interims • Supplements • Take Your Child to Work Day • TDA Approval • Teacher/Employee of the Year • Transportation • Textbooks • Technology • United Way • Volunteer Coordinators Adult/student <p>Grade Level Responsibilities</p> <ul style="list-style-type: none"> • AM/PM Student Supervision • CARE: SIP Plan Goals • Classroom Management • Curriculum Alignment to BEST • Daily Classroom Walkthroughs • Data Analysis & Disaggregation • Data Chats: Students/Staff • Discipline • Hallway Student Supervision • Observation • Lesson Plans

Name	Position Title	Job Duties and Responsibilities
Rolle , Roshekia	Assistant Principal	<ul style="list-style-type: none"> • Lunch Duty • Parent Conferences • Progress Monitoring • MTSS Process Follow-up • Student Attendance • Student Obligations • Teacher/Student Data Chats • Teacher/Staff Evaluations • Teacher DPs • Technology Integration
		<p>Curriculum Areas:</p> <ul style="list-style-type: none"> • Math • Science • BEST Standards Implementation <p>Reopening</p> <ul style="list-style-type: none"> • PD Leading Learners/PD Pre-planning • G6 New Student Orientation <p>Specific Responsibilities & Assigned Tasks:</p> <ul style="list-style-type: none"> • Articulation Elementary • Aspiring Leaders: Rocket League • Beautification • Communication & Public Relations • ESSIR program: pull outs • Extended Learning Opportunities (ELOs): Testing camps, HELP Academy, After School Programs, Saturday School • Facilities: Maps, Custodial Service, Hurricane Prep, Room Utilization, Safety Inspection, Work Orders • Family Nights & All School-Wide Events • Guidance Department: Counseling Services, Rtl-Academic Process, BTA Monitoring Plans, HEART Program, etc. • Keys • PBIS • Professional Development: PLC's, In-service points, Planning Day, Early Release Schedules • Reimagining MS: SEL Init (students) • Rtl-Behavior/PBIS/Behavior Specialist: ID Badge Policy, Incentives, Discipline Assemblies, Internal Suspensions • Safety & Security: Safety Plan, Emergency Preparedness, Evacuation Drills, Inclement Weather Plan, Supervision/Duty Assignments AM, PM, Lunch, Radios • School-wide Data Folders: Ongoing Data/CFA's/Diagnostics/Posts • Staff Appreciation/Morale Committee • Testing Procedures: FAST/BSA/EOC • Zone Alignment Elem/HS <p>Grade Level Responsibilities</p> <ul style="list-style-type: none"> • AM/PM Student Supervision • CARE: SIP Plan Goals • Classroom Management

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Curriculum Alignment to BEST • Daily Classroom Walkthroughs • Data Analysis & Disaggregation • Data Chats: Students/Staff • Discipline • Hallway Student Supervision • Observation • Lesson Plans • Lunch Duty • Parent Conferences • Progress Monitoring • MTSS Process Follow-up • Student Attendance • Student Obligations • Teacher/Student Data Chats • Teacher/Staff Evaluations • Teacher DPs • Technology Integration

Curriculum Areas:

- ELA: Literacy (Reading, ELA, ESOL)
- ESE/Gifted
- BEST Standards Implementation

Reopening

- Opening/Closing School & Open House
- Teacher Folders

Specific Responsibilities & Assigned Tasks:

- | | | |
|--------------------|---------------------------|---|
| balog,
laurinna | Administrative
Support | <ul style="list-style-type: none"> • Activities Calendar: (Rockets 411)/Master Calendar • Admin Scheduled Observations/Debriefs • Articulation High School • Business Partnerships • Clerical Department • Code of Conduct Compliance • Community Relations/Partners in Ed • ESE Department: Paraprofessionals, compliance, Gifted • Faculty Handbook • Feedback Surveys: AdvancED Survey, Customer Surveys • Free & Reduced Lunch • Harmony Program • Health Immunizations • Leading Learners • Newsletter • SAC/SAF/PTSA • SIP • Reimagining MS: SEL initiatives (staff) • School Pictures • Substitutes • Teacher Incentive Fund • Title I • TIER (New Teacher Support) |
|--------------------|---------------------------|---|

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Yearbook • After School Clubs <p>Grade Level Responsibilities</p> <ul style="list-style-type: none"> • AM/PM Student Supervision • CARE: SIP Plan Goals • Classroom Management • Curriculum Alignment to BEST • Daily Classroom Walkthroughs • Data Analysis & Disaggregation • Data Chats: Students/Staff • Discipline • Hallway Student Supervision • Observation • Lesson Plans • Lunch Duty • Parent Conferences • Progress Monitoring • MTSS Process Follow-up • Student Attendance • Student Obligations • Teacher/Student Data Chats • Teacher/Staff Evaluations • Teacher DPs • Technology Integration

Demographic Information

Principal start date

Friday 8/26/2022, Jorge Gurreonero

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.*

19

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.*

27

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

755

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

9

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

8

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	272	258	335	0	0	0	0	865
Attendance below 90 percent	0	0	0	0	0	0	75	102	120	0	0	0	0	297
One or more suspensions	0	0	0	0	0	0	43	76	59	0	0	0	0	178
Course failure in ELA	0	0	0	0	0	0	19	33	9	0	0	0	0	61
Course failure in Math	0	0	0	0	0	0	6	10	17	0	0	0	0	33
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	98	116	139	0	0	0	0	353
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	133	122	156	0	0	0	0	411
Number of students with a substantial reading deficiency	0	0	0	0	0	0	39	29	11	0	0	0	0	79

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	97	136	151	0	0	0	0	384

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	2	14	23	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	0	19	25	0	0	0	0	44

Date this data was collected or last updated

Wednesday 8/31/2022

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	291	362	332	0	0	0	0	985
Attendance below 90 percent	0	0	0	0	0	0	83	120	91	0	0	0	0	294
One or more suspensions	0	0	0	0	0	0	12	11	11	0	0	0	0	34
Course failure in ELA	0	0	0	0	0	0	97	160	82	0	0	0	0	339
Course failure in Math	0	0	0	0	0	0	30	70	66	0	0	0	0	166
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	65	92	97	0	0	0	0	254
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	83	99	101	0	0	0	0	283
Number of students with a substantial reading deficiency	0	0	0	0	0	0	142	214	197	0	0	0	0	553
Retained 2021	0	0	0	0	0	0	71	126	1	0	0	0	0	198
	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	140	214	176	0	0	0	0	530

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	2	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	2	6	5	0	0	0	0	13

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	291	362	332	0	0	0	0	985
Attendance below 90 percent	0	0	0	0	0	0	83	120	91	0	0	0	0	294
One or more suspensions	0	0	0	0	0	0	12	11	11	0	0	0	0	34
Course failure in ELA	0	0	0	0	0	0	97	160	82	0	0	0	0	339
Course failure in Math	0	0	0	0	0	0	30	70	66	0	0	0	0	166
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	65	92	97	0	0	0	0	254
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	83	99	101	0	0	0	0	283
Number of students with a substantial reading deficiency	0	0	0	0	0	0	142	214	197	0	0	0	0	553
Retained 2021	0	0	0	0	0	0	71	126	1	0	0	0	0	198
	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	140	214	176	0	0	0	0	530

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	2	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	2	6	5	0	0	0	0	13

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	32%	54%	50%				43%	57%	54%
ELA Learning Gains	38%						51%	57%	54%
ELA Lowest 25th Percentile	34%						37%	48%	47%
Math Achievement	27%	41%	36%				42%	60%	58%
Math Learning Gains	48%						48%	58%	57%
Math Lowest 25th Percentile	50%						41%	49%	51%
Science Achievement	30%	52%	53%				35%	49%	51%
Social Studies Achievement	55%	63%	58%				75%	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	32%	57%	-25%	54%	-22%
Cohort Comparison						
07	2022					
	2019	45%	55%	-10%	52%	-7%
Cohort Comparison		-32%				
08	2022					
	2019	42%	59%	-17%	56%	-14%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	35%	58%	-23%	55%	-20%
Cohort Comparison						
07	2022					
	2019	38%	53%	-15%	54%	-16%
Cohort Comparison		-35%				
08	2022					
	2019	23%	45%	-22%	46%	-23%
Cohort Comparison		-38%				

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	32%	43%	-11%	48%	-16%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	71%	0%	71%	0%
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	89%	61%	28%	61%	28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	56%	38%	57%	37%

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	12	29	27	12	39	49	6	31			
ELL	21	34	32	18	43	53	12	40	24		
BLK	30	40	37	21	46	56	25	62	57		
HSP	30	36	31	26	47	47	28	49	53		
MUL	45										
WHT	44	39	27	41	59		36	63	69		
FRL	33	38	33	29	47	48	31	58	55		
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	6	16	22	6	17	22	7	12			
ELL	23	28	29	14	16	23	5	30	31		
BLK	26	26	19	12	14	22	18	27	38		

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
HSP	31	33	32	18	13	24	20	34	36		
MUL	29	35		19	11						
WHT	45	40	50	30	13	14	41	52	52		
FRL	30	28	24	16	12	21	20	34	40		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	36	30	16	35	38	14	38			
ELL	29	46	36	30	42	42	17	68	69		
ASN	56	59		56	47						
BLK	38	52	42	31	38	31	31	69	71		
HSP	41	49	34	43	50	47	28	75	84		
MUL	50	44		47	29						
WHT	55	56	32	58	59	55	59	78	86		
FRL	40	50	36	40	47	40	32	73	83		

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)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	13
Total Points Earned for the Federal Index	386
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	29
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
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	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	45
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	47
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	41
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?

Data shows ELA achievement remained steady at 32%. ELA learning gains increased 6% and 5% with lowest quartile. Math achievement increased 9%, learning gains increased 35%, and 28% with lowest quartile. Science achievement increased 7%. Social Studies increased 19%. Acceleration achievement increased 18%. Across all content areas, students in the ESOL and ESE subgroups had the lowest achievement.

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

ESOL and ESE subgroups in ELA, Math, and Science demonstrate the greatest need for improvement.

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

Attendance, behavior incidents, and missing academic interventions were contributing factors to this need for improvement. To address this need for improvement, we will follow the new attendance plan for monitoring student attendance and involving parents in conferences. Additionally, we will be using a school-wide positive behavior plan to teach and monitor school-wide student behavior expectations. Staff and students were trained in the PBIS plan. Subsequent trainings through out the year will be conducted. Also, teachers will receive professional development in understanding IEPs, Ellevation, and implementing interventions into lessons. Proper implementation will be monitored by administration by classroom visits.

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

Math overall learning gains and gains in the lowest quartile showed the most improvement, with 35% and 28%, respectively.

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

Contributing factors included extra learning opportunities after school and Saturday camps, identifying students in the lowest quartile and inviting them to the ELO. Also, pull-out support groups occurred during the school day. Students were identified and scheduled for extra support sessions during their elective period.

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

To accelerate learning, teachers will participate in PLCs as data teams to collect and analyze student evidence of learning. Teachers will collaborate on creating standards-based lessons using research backed strategies to support learning. Scaffolding the lesson, school-wide vocabulary strategies, identifying critical content, and progress monitoring will be implemented to accelerate learning.

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.

Professional development needs include data analysis, lesson planning, reading/vocabulary strategies, and formative assessment creation.

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

Teachers and staff will be provided with Social and Emotional Learning training, positive behavior interventions and supports, RtI, and district curriculum resources.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Three year trend data shows students in the SWD subgroup have the lowest achievement level in ELA and math as measured by FSA.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May, 2023, the percent ELA proficiency will increase from 32% to 42%, and the percent of Math proficiency will increase from 27% to 37%, as measured by FAST.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Teachers will use formative assessment data through out the 2022-2023 school year to monitor the achievement progress of our students in the SWD subgroup. Teachers will implement strategies for remediation and enrichment to support students in the SWD subgroup. Administration will conduct data chats and classroom visits to assess the implementation.

Person responsible for monitoring outcome:

Washington Collado (washington.collado@browardschools.com)

**Evidence-based
Strategy:**

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

Evidence-based strategies include the implementation of effective PLCs. Teachers and ESE support facilitators collaborate and design lessons that accommodate SWD students. Reading strategies, such as annotation, RACE, and picture vocabulary are being used school-wide. Small groups and push ins are being used to support students in all disciplines.

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

Research shows that an authentic PLC, focused on collaboration and data analysis, has a high positive impact on student achievement. Additionally, specific learning strategies geared toward impacting students in SWD subgroup are being implemented in classes. Research has identified these strategies as having a high positive effect size on student achievement.

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.

No description entered

Person Responsible

[no one identified]

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.

By October 2022, the SEL Team will be meeting bi-weekly to incorporate SEL Student Ambassadors into our meetings. Meetings will end with clear delegations to be completed between meetings. The SEL team will enhance member responsibility to better the SEL initiative.

By November 2022, the SEL will have developed a one year plan to implementation with S.M.A.R.T. goals, action steps and assigned ownership. Having delegated tasks with realistic time frames will benefit the school community in implementing SEL throughout the school.

By October 2022, The SEL Team will have collaborated with a group of stakeholders who are representative of the school community. Collaboration will be ongoing with invitations to SEL PLC's and various surveys at the end of every quarter of the school year distributed from SEL Team. Collaborating with all stakeholders will create a well-rounded SEL plan for our school with ample resources and inclusion of input for all which needs to be strengthened after assessing previous years.

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

SEL Team members
 PBIS Team members
 Students
 Administration
 Non-instructional staff
 Parents