Coral Springs Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

Coral Springs Middle School

10300 WILES RD, Coral Springs, FL 33076

[no web address on file]

Demographics

Principal: Jill Slesinski

Start Date for this Principal: 9/22/2015

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	52%
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 (61%) 2018-19: B (61%) 2017-18: B (60%)
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.

Table of Contents

Coral Springs Middle School

10300 WILES RD, Coral Springs, FL 33076

[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	No	52%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

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

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Coral Springs Middle school is to educate our students to succeed in tomorrow's world.

Provide the school's vision statement.

The vision of Coral Springs Middle is focused on providing every student with rigorous, relevant, and enriching experiences that allow students to reach their maximum potential and prepare them for high school and beyond.

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
Argent, David	Assistant Principal	Job duties and responsibilities include overseeing the teacher evaluations and instruction in Math and Elective courses as well as supervising Security Staff and Facilities. Additionally, Mr. Argent's areas of responsibility expand to the bell schedule, Smart Bond initiative, Student Services, Property & Inventory, Security and Safety drills and measures, Matriculation from Elementary school, PTA/SAF/SAC, Facility Leases, Staff Recognition, Technology programs or issues, Business Partnerships, Food Services Liaison, and EEO Liaison.
La Rosa, Sara	Principal	Principal oversees administrative team and their respective duties as well as the safety and security of the campus.
Daniel, Tangela	Assistant Principal	Job duties and responsibilities include overseeing the teacher evaluations and instruction in Reading and ESLS teachers and facilitators, as well as supervising the ESLS staff/paraprofessionals. Additionally, Dr. Daniel's responsibilities expand to oversee all Safety/Security, ESE - IEP/504 Plan maintenance and implementation, Title 1, Matriculation from 6th grade, Student Attendance, MTSS/CPST/RTI, Clinic, Grants, Marquee, Monthly Heritage activities, Parent Communication, Transportation issues, Textbooks and Media, Volunteers/Mentors.
Matthews, Roxana	Assistant Principal	Job duties and responsibilities include overseeing the teacher evaluations and instruction in Science and Social Studies courses, as well as supervising the Clerical staff. Additionally, Mrs. Matthew's responsibilities expand to oversee all Athletics and extracurricular activities calendar and approvals, ESOL, Guidance and Testing, Professional Development, Service Staff, the master schedule, matriculation to high school, Course Recovery, Internal Suspension, Naviance, Open House events, Positive Behavior Plan, SEL Initiatives, Substitutes, Student Incentives, and TIER Program for new educators.

Demographic Information

Principal start date
Tuesday 9/22/2015, Jill Slesinski

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.*
12

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

1,011

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

6

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

5

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	312	337	369	0	0	0	0	1018
Attendance below 90 percent	0	0	0	0	0	0	56	65	100	0	0	0	0	221
One or more suspensions	0	0	0	0	0	0	67	72	71	0	0	0	0	210
Course failure in ELA	0	0	0	0	0	0	3	4	2	0	0	0	0	9
Course failure in Math	0	0	0	0	0	0	2	7	12	0	0	0	0	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	53	74	90	0	0	0	0	217
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	68	60	78	0	0	0	0	206
Number of students with a substantial reading deficiency	0	0	0	0	0	0	21	17	6	0	0	0	0	44

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	73	88	102	0	0	0	0	263

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	0	8	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	2	1	9	0	0	0	0	12

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	288	325	358	0	0	0	0	971
Attendance below 90 percent	0	0	0	0	0	0	1	0	1	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	2	3	7	0	0	0	0	12
Course failure in Math	0	0	0	0	0	0	11	25	26	0	0	0	0	62
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	43	52	78	0	0	0	0	173
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	64	83	82	0	0	0	0	229
Number of students with a substantial reading deficiency	0	0	0	0	0	0	14	19	11	0	0	0	0	44

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	9	11	10	0	0	0	0	30

The number of students identified as retainees:

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

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	288	325	358	0	0	0	0	971
Attendance below 90 percent	0	0	0	0	0	0	1	0	1	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	2	3	7	0	0	0	0	12
Course failure in Math	0	0	0	0	0	0	11	25	26	0	0	0	0	62
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	43	52	78	0	0	0	0	173
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	64	83	82	0	0	0	0	229
Number of students with a substantial reading deficiency	0	0	0	0	0	0	14	19	11	0	0	0	0	44

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	9	11	10	0	0	0	0	30

The number of students identified as retainees:

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

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%				64%	57%	54%
ELA Learning Gains	51%						58%	57%	54%
ELA Lowest 25th Percentile	36%						43%	48%	47%
Math Achievement	57%	41%	36%				64%	60%	58%
Math Learning Gains	69%						59%	58%	57%
Math Lowest 25th Percentile	64%						42%	49%	51%
Science Achievement	56%	52%	53%				52%	49%	51%
Social Studies Achievement	82%	63%	58%				87%	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	60%	57%	3%	54%	6%
Cohort Comparison						
07	2022					
	2019	61%	55%	6%	52%	9%
Cohort Comparison		-60%				
08	2022					
	2019	65%	59%	6%	56%	9%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	59%	58%	1%	55%	4%
Cohort Comparison						
07	2022					
	2019	61%	53%	8%	54%	7%
Cohort Comparison		-59%				
08	2022					
	2019	30%	45%	-15%	46%	-16%
Cohort Comparison		-61%				

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	41%	43%	-2%	48%	-7%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	67%	31%	67%	31%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	71%	15%	71%	15%

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	96%	61%	35%	61%	35%

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	28	41	33	22	47	49	24	59	54		
ELL	37	45	43	38	58	63	34	83	79		
ASN	76	67		78	84		89	100	91		
BLK	40	44	36	39	63	59	37	70	65		
HSP	59	50	37	58	66	75	50	85	74		
MUL	66	58		61	63		54				
WHT	64	56	35	69	74	63	69	88	81		
FRL	42	47	38	43	64	59	38	73	65		
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	29	40	29	22	18	11	24	31			
ELL	41	43	30	38	25	8	29	66	57		

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	83	66		85	55		88	96	78		
BLK	40	36	23	29	18	13	29	48	50		
HSP	55	49	28	43	25	18	42	67	62		
MUL	50	43		43	13		50		82		
WHT	61	52	31	59	30	15	63	75	65		
FRL	43	39	25	33	20	15	39	53	52		

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	23	39	36	25	35	28	24	59	45		
ELL	43	50	42	44	55	48	31	74	62		
ASN	91	74		89	78		95	100	100		
BLK	50	47	37	47	48	32	31	81	71		
HSP	58	56	49	58	56	49	51	87	70		
MUL	79	72		64	56		65	86	73		
WHT	75	64	44	79	67	52	64	91	87		
FRL	52	51	38	48	48	36	38	81	65		

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	61
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	62
Total Points Earned for the Federal Index	609
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	54
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	84
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	50
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	62
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	60
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	67
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	53
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 analysis revealed the lowest performance was among the Lowest 25% cohort in the area of English Language Arts (ELA). These students averaged a 36% proficiency in comparison to a 56% overall ELA achievement for the school. Although there was a +9 point increase from 2020 to 2021, it is still below the 43% proficiency scored among the subgroup in 2019. In the area of Mathematics, the overall math achievement was 57%. This is +11 points increase from 2021, scoring 69% in overall learning gains.

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

Based on a three year Florida Standards Assessment (FSA) trend analysis, the area of greatest concern is that of ELA in overall achievement particularly among our student with disabilities (SWD). These students fall among the lowest scoring subgroup in both ELA and Mathematics. In 2022, their ELA achievement proficiency was 28% and 22% in Mathematics. This is troubling when compared to the schools overall scores of 56% in ELA and 57% in Mathematics. There respective scores during the three year analysis in both areas have not exceeded 29%.

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

During the 2021-2022 school year, the school lost our 8th grade ESE facilitator and the 6th grade ESE facilitator was out for several months due to an injury. The lack of human resources may have contributed to the downward trend. Additionally, there is a need for increased collaboration among the ELA, Reading, and ESE departments to ensure that the programs are carried out with consistency, fidelity, and continuous progress monitoring. With a new reading coach on board, collaboration and individualized interventions have been established to increase proficiency among these students.

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

The data shows a +10 point increase in overall learning gains within the area of Mathematics in 2022 when compared to 2019, and a +43 point increase from 2021 to 2022. Most notable in Mathematics was the increase among our lowest 25% cohort, scoring 64% in overall proficiency.

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

As reported by the Mathematics department chair, instruction was carried out at a slower pace to accommodate for the learning gap created by the COVID-19 pandemic. Additionally, ESSER funding afforded the school increased push-in assistance within the core Mathematics classes. ESSER funding also allowed the school to provide a STARS camp for additional support after school given by math teachers from the school.

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

The focus will be on the evidence-based strategies utilized to assist our lowest 25% of reading students. This involves the use of the foundational literacy program, Systems 44 and Read 180. Intensive reading courses will also continue to be tiered based on the varying needs of our students (as measured by the FAIR, Graded word lists, and Oral Reading Fluency probes). As opposed to combining all Level 1 and 2 students grouped solely by that factor.

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.

The school will conduct professional development opportunities to the ELA and Reading departments on the implementation and delivery of the Read 180 program. Department chairs will attend the district level 1 and 2 trainings, then share the strategies and instructional modalities with their departments. Additional collaboration and analysis will be carried out during PLCs. FAST testing will also provide an additional level of progress monitoring that will help guide instruction throughout the year.

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

Additionally, we will offer specialized after and before school camps in both Math, ELA, Civics, and Science that focus on standards-based instruction to supplement the instruction taking place during the school day.
Although all students are welcome to attend, the lowest 25%, specifically our Level 1 and 2 readers, will be targeted to attend these sessions.

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: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Literacy, the ability to read, write, and comprehend language in order to communicate ideas. It is the cornerstone of learning and an essential component of all curricular areas and in life in general. At Coral Springs Middle, we seek continuous improvement in the area of Reading for all of our students. As measured by the 2021-2022 Florida Standards Assessment (FSA) in the area of Reading, our students within the lowest 25% quartile scored a 36% proficiency rate, 20 points below our overall student population. This is concerning and in need of intervention.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Using a three tier based reading program, students will be enrolled in Intensive Reading courses grouped according to their individual needs. With the use of the evidenced-based programs, Systems 44 and Read 180, individualized programs will be carried out in one-on-one, small group, and whole group instruction. Increased reading proficiency will be measured using the FAST progress monitoring system to ensure students make gains of at least 3% by May of 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The reading program will be monitored by administering continuous Common Formative Assessments within the classroom setting. The progress monitoring tools within Systems 44 and Read 180 will also be used with fidelity. Administrative walkthroughs will be conducted to provide additional assistance and support.
Person responsible for monitoring outcome:	Tangela Daniel (tangela.daniel@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The strategy incorporates a blended learning opportunity that tailors the lessons to accommodate the unique needs of the learner. Using both technology and direct instruction, teachers are able to deliver instruction, practice, and assign assessments for each student. The strategy chunks lessons and adopts materials to individualize instruction and monitor progress.
Rationale for Evidence-based Strategy: Explain the rationale for	The needs of students in Intensive Reading courses vary according to their individual abilities. Some students will require the Systems 44 program, where individual sounds are being blended. Whereas some students are beyond that level and struggle at a 3rd or 4th grade level and need multisyllabic word attack skills. These students would benefit from the Read 180 program. Other students merely need fluency and comprehension practice. By incorporating both programs and sorting the Intensive

selecting this specific strategy.	
Describe the resources/ criteria used for selecting this strategy.	Reading courses according to these needs, we believe we will strongly support our most fragile readers and assist in promoting academic reading gains.

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. Teacher - Implements the reading program and monitors progress
Person Responsible Tangela Daniel (Tangela.williams-daniel@browardschools.com)
2. ELA Department Chair and Reading Coach Analyze Intervention implementation of the Systems 44 and Read 180 programs
Person(s) Responsible Meredith Geraci (meredith.geraci@browardschools.com), Shari Kraut (shari.kraut@browardschools.com)
3. FAST Testing reading expectations through data analysis
Person Responsible Tangela Daniel (Tangela.williams-daniel@browardschools.com)

Person Responsible	Tangela Daniel (tangela.daniel@browardschools.com)

#2. 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.	Students with Disabilities (SWD), who mostly fall into the subgroup of the Lowest 25% are our most fragile learners, needing the most support in order to succeed and increase achievement. Our area of focus is to seek learning gains for our students with disabilities in both math and reading. This ESSA subgroup, is the only group of Coral Springs Middle School students who have been below the FPPI for the last three years.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	As measured by the FAST progress monitoring assessment, students with disabilities will increase academic achievement in both Reading and Mathematics by 2% points by May of 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	In the area of Reading, collaboration between the ELA, Reading, and ESLS departments will monitor the progress of these students' reading proficiency using the Systems 44 and Read 180 programs. With the addition of an 8th grade ESLS facilitator, push-in will increase providing an extra layer of support. In the area of Mathematics, the implementation of the new State Standards and instructional materials, teachers will use the monitoring tools and assessments with fidelity making progress monitoring more attainable. Instruction can then be tailored to meet the individual needs and learning deficits as defined by the program's diagnostic assessment.
Person responsible for monitoring outcome:	Tangela Daniel (tangela.daniel@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	To increase academic achievement among our SWDs, a variety of evidence-based strategies will be incorporated within the program. Students will be able to receive personalized instruction to aid in their learning deficits through direct instruction, strategy instruction, and the use of sequential and multi-sensory approaches in Reading.
Rationale for Evidence-based Strategy:	Both Systems 44 and Read 180 have be vetted by the school, are peer-reviewed, and scientifically-based intervention programs. We feel strongly that these programs along with the SWD evidenced based strategies embedded in the Math courses, will provide our most fragile students with the supports needed to be successful.

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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. Foundational reading instruction within Intensive Reading Courses
Person Responsible Shari Kraut (shari.kraut@browardschools.com)
2. Collaboration between Mathematics teacher and ESLS Facilitator to monitor progress
Person Responsible Vanessa Lopez (vanessa.lopezdelalla@browardschools.com)
3. Additional Interventions
Person(s) Responsible Roxana Matthews (roxana.matthews@browardschools.com), Tangela Daniel (Tangela.williams-daniel@browardschools.com)

Person Responsible Roxana Matthews (rmatthews@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.

Coral Springs Middle continues to build a positive school culture by building, maintaining, and improving upon relationships with all stakeholders. Parental and community involvement are crucial to all successful educational programs and CSMS takes varying steps and initiatives to maintain an open door policy, be welcoming and inviting to all, encourage participation at any level, as well as elicit the needs of our stakeholders and be responsive to such needs. This involves the collaborative and often overlapping measures of many groups and individuals, such as the the social workers, the school resource officer, the Literacy Coach, the Guidance counselors, and parent organizations to say a few. On campus our administration, teachers, and staff are visible, approachable and interacting with all. After hours, our newsletters, website, and weekly calls from the principal are key in keeping up with varying events, resources, and information. Our monthly School Advisory Council meetings as well as Parent Teacher Association meetings are excellent avenues to

voice concerns, ask questions, or just be in the know of every initiative and decision which impacts CSMS.

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

Our Guidance Director, Nicole Beaney, oversees a variety of programs and initiatives to promote a positive school culture. To begin, she offers the school a positive behavior reward system that offers tokens to the students who are observed making good choices or kind gestures. Our 8th grade guidance counselor also promotes positive behaviors through the use of the Social and Emotional Learning program. Incorporating this initiatives has provided students and staff with more productive means of managing stress and positivity.