Pompano Beach Middle School

2022-23 Schoolwide Improvement Plan

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Pompano Beach Middle School

310 NE 6TH ST, Pompano Beach, FL 33060

[no web address on file]

Demographics

Principal: Lisa Livingston

Start Date for this Principal: 9/13/2022

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 (49%) 2018-19: C (48%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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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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	84%

School Grades History

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

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SIP Authority

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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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

As a school community, we will accept our challenges, realize our visions, understand our diversity, and strive to exceed every expectation in delivering a standards-driven curriculum that will foster self-directed life-long learning.

Provide the school's vision statement.

The vision of Pompano Beach Middle School (PBMS) is to provide the highest quality education for all students. The school's vision relates to the magnet theme by preparing students for competitive careers in Information Technology, Communications, Computer Engineering, and Integrated Career Academic Networks (iCAN). Students have multiple opportunities to participate in inquiry-based projects, working in small groups or individually on problem-solving and research-based activities.

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
Livingston, Lisa	Principal	
Sheffield, Claire	Assistant Principal	
Trenard, Guy	Assistant Principal	
Robinson, Frederick	Assistant Principal	
Williams, Angela	Reading Coach	
Glenn, Danielle	Math Coach	
Stevens, Jolie	Curriculum Resource Teacher	
Mills, Lisa	School Counselor	
Jackson, Carreon	Curriculum Resource Teacher	
Eccles, Amanda	School Counselor	

Demographic Information

Principal start date
Tuesday 9/13/2022, Lisa Livingston

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.*
2

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.*
2

Total number of teacher positions allocated to the school

67

Total number of students enrolled at the school

1,041

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

8

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	376	375	352	0	0	0	0	1103
Attendance below 90 percent	0	0	0	0	0	0	127	124	114	0	0	0	0	365
One or more suspensions	0	0	0	0	0	0	73	88	59	0	0	0	0	220
Course failure in ELA	0	0	0	0	0	0	5	2	12	0	0	0	0	19
Course failure in Math	0	0	0	0	0	0	26	6	37	0	0	0	0	69
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	126	134	102	0	0	0	0	362
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	166	140	106	0	0	0	0	412
Number of students with a substantial reading deficiency	0	0	0	0	0	0	28	30	26	0	0	0	0	84

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	132	160	134	0	0	0	0	426

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	3	0	4	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	3	2	5	0	0	0	0	10

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	342	352	323	0	0	0	0	1017
Attendance below 90 percent	0	0	0	0	0	0	74	98	99	0	0	0	0	271
One or more suspensions	0	0	0	0	0	0	3	11	13	0	0	0	0	27
Course failure in ELA	0	0	0	0	0	0	71	88	93	0	0	0	0	252
Course failure in Math	0	0	0	0	0	0	59	60	69	0	0	0	0	188
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	100	134	125	0	0	0	0	359
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	107	138	135	0	0	0	0	380
Number of students with a substantial reading deficiency	0	0	0	0	0	0	204	212	199	0	0	0	0	615

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	196	187	199	0	0	0	0	582

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	4	6	3	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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	342	352	323	0	0	0	0	1017
Attendance below 90 percent	0	0	0	0	0	0	74	98	99	0	0	0	0	271
One or more suspensions	0	0	0	0	0	0	3	11	13	0	0	0	0	27
Course failure in ELA	0	0	0	0	0	0	71	88	93	0	0	0	0	252
Course failure in Math	0	0	0	0	0	0	59	60	69	0	0	0	0	188
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	100	134	125	0	0	0	0	359
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	107	138	135	0	0	0	0	380
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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	4	6	3	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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	40%	54%	50%				47%	57%	54%
ELA Learning Gains	46%						55%	57%	54%
ELA Lowest 25th Percentile	44%						38%	48%	47%
Math Achievement	37%	41%	36%				48%	60%	58%
Math Learning Gains	52%						47%	58%	57%
Math Lowest 25th Percentile	57%						33%	49%	51%
Science Achievement	44%	52%	53%				40%	49%	51%
Social Studies Achievement	55%	63%	58%				57%	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	44%	57%	-13%	54%	-10%
Cohort Comparison						
07	2022					
	2019	44%	55%	-11%	52%	-8%
Cohort Comparison		-44%				
08	2022					
	2019	44%	59%	-15%	56%	-12%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	39%	58%	-19%	55%	-16%
Cohort Comparison						
07	2022					
	2019	44%	53%	-9%	54%	-10%
Cohort Comparison		-39%				
08	2022					
	2019	33%	45%	-12%	46%	-13%
Cohort Comparison		-44%				

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	36%	43%	-7%	48%	-12%
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	55%	71%	-16%	71%	-16%

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	92%	61%	31%	61%	31%

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	17	42	48	11	39	47	12	28			
ELL	28	50	53	28	50	58	30	38	36		
BLK	30	39	42	23	45	52	30	50	54		
HSP	39	47	46	40	58	65	41	49	55		
MUL	54	36		38	61		60				
WHT	64	60	63	67	59	54	73	78	82		
FRL	35	42	45	32	50	57	38	52	61		
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	19	28	21	17	27	30	20	21			
ELL	32	40	32	25	26	33	27	50	51		
ASN	92	83		58	33						

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
BLK	32	32	21	20	16	24	21	40	32		
HSP	40	43	34	29	27	31	36	45	40		
MUL	47	31		32	19						
WHT	64	55	35	55	31	35	61	66	65		
FRL	36	37	25	25	19	23	31	43	33		

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	43	38	22	37	30	25	21	36		
ELL	40	55	43	39	43	35	24	48	61		
ASN	93	82		93	81						
BLK	34	46	36	35	39	34	27	52	48		
HSP	49	58	41	51	50	33	42	50	65		
MUL	63	79		53	53		60				
WHT	71	67	27	77	59	27	74	77	80		
FRL	39	51	39	41	43	31	32	50	53		

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)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	30
Total Points Earned for the Federal Index	471
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	40

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
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	41
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	48
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	50
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	43
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 trend noticed across grade levels, subgroups and core content areas has been steady. The data will increas or decrease by a few percentage points.

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

The greastes need for improvement based off progress monitoring and 2022 state assessments is ELA proficiency. Based on FSA data, we decreased from 42% proficiency to 40% proficiency in in 2022.

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

The contributing factors to this need for improvement is the focus on our high acheiving studnt and our bubble students. New actions implemented for this school year include increased push-in/ pull out support for our bubble students and incorporating mre standards based stratigies in our high acheiving classrooms.

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

Data components, based off progress monitoring and 2022 state assessments that showed the most improvement were our lowest quartile students in ELA and in math. Our ELA students increased from 27% to 44% and our Math students in the lowest quartile increased from 27% to 57%.

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

The contributing factors to this increase was our heavy focus on on lowest quartile and level 1 students. We provided push- in and pull out support, tutoring opportunities and incentive programs.

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

In order to accelerate learnng, teacher support, push-in support and pull out support will be provided to students in all acehivement levels. Incentive programs will be provided ans well as content specific PDs.

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 opportunities that will be provided at the school to support teachers and leaders include weekly PDs and PLCs that focus on student acheivement in all areas. Te hPDs and PLCs will require feedback and follow up. New teacher support will also be provided by the district and teacher leaders in the school. To ensure teachers are aligned with the goals, quarterly data chats will be implemented.

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

Addditional services that will be implemented and needs assessment surveys, support from the literacy coach, the math coach and the ESSR coach. Open classroom concept and coaching, modeling and team teaching will be provided as well.

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.	An analysis of 2021 FSA data reveled that our highest priority area of focus is ELA- studnets with disabilities. On the lastet FSA Assessment, 23% of our SWD were proficient.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, students with disbaility will increase in proficiency by 10% from FAST AP 1 to FAST AP 2.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will use a variety of formative and summative assessments (including technology- based tracking systems like Read 180, and HMH) to track and monitor students progress. Teachers will participate in professional development on analyzing data to identify students who are need of intervention and differentiation. Assessment data will support teachers in diagnosing deficiencies and monitor student progress. Staff will regularly meet in department meetings to discuss student progress, analyze assessments and student work, and collaborate to plan strategies for increasing student acheivement. Students requiring additional assistance and interventions will be identified and plans will be formed based on these students needs. This strategy will be monitored through meetings conducted during PLCs, Department and Grade Level and Professional Development.
Person responsible for monitoring outcome:	Lisa Livingston (lisa.livingston@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy	1. Instructional Outcomes 2. Quality Feedbacks 3. Progress Monitoring through Formative/ Summative Assessment

being implemented for this Area of Focus.

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

1. Students will be cognitely engaged in instruction when learning is supported with clear instructional outcomes and quality feedback that allows the learner to self-assess progress related to the learning outcome.

2. Progress monitoring is a scientifically based practice used to assess student academic progress and evaluate the effectiveness of instruction. Progress monitoring tells the teacher what students have learned and what still needs to be taught.

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.

~Teachers will use a variety of formative and summative assessments (including teachnology based tracking systems) to track and monitor student progress.

~Teachers will participate in professional development on analyzing data to identify students who are need of intervention and differentiation. Assessment data will support teachers in diagnosing deficiencies and monitor student progress.

~Staff will regularly meet in department meetings to discuss student progress, analyze assessments and student work, and collaborate to plan strategies for increasing student acheivement.

~Students requiring additional assistance and interventions will be identified and plans will be formed based on these students needs. This strategy will be monitored through meetings conducted during PLCs, Department and Grade Level and Professional Development.

Person Responsible Lisa Livingston (lisa.livingston@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.

Pompano Beach Middle School addresses building a positive school culture and environment through collaboration and conversations. We do this by not only encouraging our students to be part of multiple clubs and sport activities throughout the school year. The two clubs that are the SWAAG Club for boys and Girl Power club for the girls. These two clubs gives the students the opportunity to participate in activities they would not normally have the chance to because of their grade point average or behavior. We also listen to the students' wants and needs on how we can make them fall in love with learning and strengthen their desire to want to come to school! Through a customer service survey, teachers have a voice in which trainings and professional developments are delivered as well as the curriculum focus maps. We solicit feedback often so that we can improve in areas of weaknesses and continue strengthening areas that are working well for us. Newly implemented this year, we have the "Lemonade with Livingston" series where on designated dates, stakeholders can have group or one-on one conversations with our principal and share their thoughts and concerns. This inclusion gives our faculty, staff and students a feeling of empowerment and sense of community. It creates an environment where everyone feels valued and brings about positivity as we move onward and upward.

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

Claire Sheffield, Assistant Principal
Angela Williams, Literacy Coach, Sunshine Club Sponsor
Amanda Eccles, Guidance Counselor, SEL Liaison
Carreon Jackson, Resource Teacher, Reading Department Chair
Jolie Stevens, Resource Teacher, SAC Chair
Joseph Wells, Teacher, BTU Steward