

Broward County Public Schools

Ramblewood Middle School



2022-23 Schoolwide Improvement Plan

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Ramblewood Middle School

8505 W ATLANTIC BLVD, Coral Springs, FL 33071

[no web address on file]

Demographics

Principal: Andrew K IR K

Start Date for this Principal: 7/1/2020

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)	76%
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 (58%) 2018-19: A (63%) 2017-18: B (59%)
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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[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>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>76%</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>79%</p>

School Grades History

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

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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

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 Ramblewood Middle School is to ignite student passion for lifelong learning through advanced technology, rigorous classroom instruction, and community outreach create civic-minded citizens with global perspectives.

Provide the school's vision statement.

The school's vision is to empower students to meet today's challenges to build a better future.

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
Kirk, Andrew	Principal	

Demographic Information

Principal start date

Wednesday 7/1/2020, Andrew K IR K

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.*

3

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.*

22

Total number of teacher positions allocated to the school

63

Total number of students enrolled at the school

1,119

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

11

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

12

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	350	443	384	0	0	0	0	1177
Attendance below 90 percent	0	0	0	0	0	0	74	117	99	0	0	0	0	290
One or more suspensions	0	0	0	0	0	0	36	66	52	0	0	0	0	154
Course failure in ELA	0	0	0	0	0	0	6	8	8	0	0	0	0	22
Course failure in Math	0	0	0	0	0	0	2	31	52	0	0	0	0	85
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	62	99	98	0	0	0	0	259
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	100	110	94	0	0	0	0	304
Number of students with a substantial reading deficiency	0	0	0	0	0	0	3	15	7	0	0	0	0	25

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	82	123	110	0	0	0	0	315

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	1	3	5	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	2	8	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
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

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

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	53%	54%	50%				59%	57%	54%
ELA Learning Gains	55%						60%	57%	54%
ELA Lowest 25th Percentile	51%						51%	48%	47%
Math Achievement	51%	41%	36%				62%	60%	58%
Math Learning Gains	65%						64%	58%	57%
Math Lowest 25th Percentile	55%						54%	49%	51%
Science Achievement	42%	52%	53%				52%	49%	51%
Social Studies Achievement	74%	63%	58%				84%	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	54%	57%	-3%	54%	0%
Cohort Comparison						
07	2022					
	2019	54%	55%	-1%	52%	2%
Cohort Comparison		-54%				
08	2022					
	2019	64%	59%	5%	56%	8%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	55%	58%	-3%	55%	0%
Cohort Comparison						
07	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	52%	53%	-1%	54%	-2%
Cohort Comparison		-55%				
08	2022					
	2019	50%	45%	5%	46%	4%
Cohort Comparison		-52%				

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	51%	43%	8%	48%	3%
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	82%	71%	11%	71%	11%

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	94%	61%	33%	61%	33%

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	27	43	42	24	52	50	11	47			
ELL	44	54	55	45	65	53	14	59	61		
ASN	75	74		78	78		77	88	94		
BLK	48	52	49	41	61	52	35	68	72		
HSP	51	57	57	50	65	59	38	72	64		
MUL	58	66		50	69		54	75			
WHT	59	51	36	64	66	55	47	82	83		
FRL	47	53	50	44	64	53	31	73	63		
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	22	30	25	15	21	20	22	35	55		
ELL	40	52	47	31	29	36	10	56			
ASN	71	68		60	45		65	100	67		
BLK	44	42	33	38	28	27	32	67	57		
HSP	49	51	32	38	28	29	38	55	64		
MUL	35	34	10	28	40	55	30	45			
WHT	57	49	35	56	41	28	54	78	74		
FRL	44	45	32	38	30	23	37	64	66		
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	32	47	44	32	49	42	25	72	47		
ELL	45	61	59	46	64	60	30	80	77		
ASN	73	58		75	70		73	93	100		
BLK	52	56	50	54	59	51	46	78	74		
HSP	54	58	58	59	63	56	44	84	80		
MUL	71	74		74	88	92	78	93	88		
WHT	69	65	41	71	65	46	59	90	75		
FRL	51	56	48	54	61	50	41	79	77		

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	57
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	47
Total Points Earned for the Federal Index	568
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	50
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	81
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	53
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	55

Hispanic Students	
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	62
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	60
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 trends that emerge across grade levels, subgroups, and core content areas are decreases in science scores and low achievement among students with disabilities. Other trends are increases in learning gain in math and ELA, and increases in the lowest 25% in ELA and Math.

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

Based on the progress monitoring and 2022 state assessments, the greatest area for needs improvement is the subgroups of Students with disabilities and ELL.

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 largest sub-group that needs improvement are students with disabilities, this can be attributed to distance learning and pandemic year. The students will receive additional pull-outs/push-ins, intensive reading classes (System 44), and additional tutoring (ELO and CARE Wednesday).

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

Based on the 2022 data, the largest area of improvement was math learning gains, the lowest 25% for math and the lowest 25% for ELA.

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

During the 2022 school year, Ramblewood Middle school utilized the ESSER position and System 44 class to push in/pull-out students who needed additional support for reading and math.

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

The strategies implemented this school year will be using F.A.S.T PM 1 & 2, new Savvas Online resources for math, and Project-based 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.

F.A.S.T PM data analysis professional development: analyzing student results for progress monitoring on standards-based targeted lessons.

ELL professional development: District-led professional development on classroom strategies to support ELL students and mainstream education.

Autism professional development: classroom strategies for de-escalation and social-emotional support of mainstream SWD.

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

Parent training on comprehensive health education
Curriculum Night
Title 1
Math Night
Science Night

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.

We identified that the students with disabilities had lower ELA and math achievement than the state average.

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

By spring of 2023, the sub-group of students with disabilities will increase by 5% in both ELA and Math.

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

Data from F.A.S.T PM 1 & 2, grade level Common Formative assessments, SuccessMaker (Math), HMH Growth Measurement Progress Monitoring

Person responsible for monitoring outcome:

Andrew Kirk (andrew.kirk@browardschools.com)

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

F.A.S.T PM data analysis professional development: analyzing student results for progress monitoring on standards-based targeted lessons.
 ELL professional development: District-led professional development on classroom strategies to support ELL students and mainstream education.
 Autism professional development: classroom strategies for de-escalation and social-emotional support of mainstream SWD.

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

This is given to us by the state and district to assist in targeting swd students.

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 action steps were entered for this area of focus

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.

The environment or culture is essential to build a positive school culture and environment. At Ramblewood Middle School, the goal is for all families to feel welcomed, valued, and respected by program staff; two-way

communication and relationship with families is adapted to meet changing family and community circumstances; opportunities are provided for family support and development through the family partnership process and through intentional parent/family peer groups within the program and community.

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

All stakeholders have equal opportunity and voice through various activities such as SAC, PTO and after school to positively influence the school culture.