

Broward County Public Schools

Mcnicol Middle School



2022-23 Schoolwide Improvement Plan

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Mcnicol Middle School

1602 S 27TH AVE, Hollywood, FL 33020

[no web address on file]

Demographics

Principal: Dierdre Benka Coker

Start Date for this Principal: 7/1/2021

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* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (43%) 2018-19: C (47%) 2017-18: C (50%)
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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Mcnicol Middle School

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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	96%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

“Providing a quality education that will meet the needs of all students in a safe learning environment.”

Provide the school's vision statement.

“Striving for excellence in preparing the high school ready, college-bound student.”

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
Benka-Coker, Deirdre	Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build School Principal (cont.) SBBC: B-0024 and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected. <p>ORGANIZATIONAL LEADERSHIP:</p>

Name	Position Title	Job Duties and Responsibilities
		<p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>School Principal (cont.) SBBC: B-0025</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.</p>
<p>Decembert, Brisco</p>	<p>Assistant Principal</p>	<p>The Assistant School Principal will effectively execute the performance responsibilities by demonstrating the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements.</p> <p>The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.</p> <p>ESSENTIAL PERFORMANCE RESPONSIBILITIES: In collaboration with Principal, the Assistant School Principal shall assist in leading and managing the school through the categories listed below:</p> <p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).

Name	Position Title	Job Duties and Responsibilities
		<p>3. Assist in achieving expected results on the school’s student learning goals.</p> <p>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</p> <p>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</p> <p>6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</p> <p>7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff.</p> <p>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</p> <p>9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</p> <p>11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Assist in managing the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not</p> <p>School Assistant Principal (Cont.) SBBC: JJ-002 FL: 284 limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>18. Assist in employing an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>27. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>30. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>31. Assist in administering negotiated employee contracts in the appropriate manner at the school site.</p> <p>32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>33. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>34. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>35. Ensure adherence to good safety procedures</p> <p>36. Follow Federal and State laws, as well as School Board policies.</p> <p>37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.</p>

Name	Position Title	Job Duties and Responsibilities
Gentile, Jenna	Assistant Principal	<p>The Assistant School Principal will effectively execute the performance responsibilities by demonstrating the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements.</p> <p>The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.</p> <p>ESSENTIAL PERFORMANCE RESPONSIBILITIES: In collaboration with Principal, the Assistant School Principal shall assist in leading and managing the school through the categories listed below:</p> <p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District’s Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District’s mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving expected results on the school’s student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Assist in establishing and maintaining individual professional development plans for

Name	Position Title	Job Duties and Responsibilities
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each instructional employee that is linked to student achievement.

10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.

11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.

12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.

13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.

ORGANIZATIONAL LEADERSHIP:

14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.

15. Utilize processes to empower others and distribute leadership when appropriate.

16. Assist in managing the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.

18. Assist in employing an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.

19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.

20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.

21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.

22. Maintain high visibility at school and in the community.

23. Cultivate, support, and develop others within the school.

24. Provide recognition and celebration for student, staff, and school accomplishments.

25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.

Name	Position Title	Job Duties and Responsibilities
		<p>26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>27. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>30. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>31. Assist in administering negotiated employee contracts in the appropriate manner at the school site.</p> <p>32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>33. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>34. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>35. Ensure adherence to good safety procedures</p> <p>36. Follow Federal and State laws, as well as School Board policies.</p> <p>37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.</p>
Coby, Angela	Assistant Principal	<p>The Assistant School Principal will effectively execute the performance responsibilities by demonstrating the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements.</p> <p>The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.</p>

Name	Position Title	Job Duties and Responsibilities
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Name	Position Title	Job Duties and Responsibilities
		<p>mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Assist in managing the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Assist in employing an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>27. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>30. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>31. Assist in administering negotiated employee contracts in the appropriate</p>

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		<p>manner at the school site.</p> <p>32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>33. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>34. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>35. Ensure adherence to good safety procedures</p> <p>36. Follow Federal and State laws, as well as School Board policies.</p> <p>37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.</p>

Demographic Information

Principal start date

Thursday 7/1/2021, Dierdre Benka Coker

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.*

7

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

643

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

12

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	220	241	276	0	0	0	0	737
Attendance below 90 percent	0	0	0	0	0	0	38	39	48	0	0	0	0	125
One or more suspensions	0	0	0	0	0	0	63	90	63	0	0	0	0	216
Course failure in ELA	0	0	0	0	0	0	8	29	12	0	0	0	0	49
Course failure in Math	0	0	0	0	0	0	24	43	31	0	0	0	0	98
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	85	100	114	0	0	0	0	299
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	125	95	110	0	0	0	0	330
Number of students with a substantial reading deficiency	0	0	0	0	0	0	18	28	22	0	0	0	0	68

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	88	126	124	0	0	0	0	338

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	0	0	2	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

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	232	282	253	0	0	0	0	767
Attendance below 90 percent	0	0	0	0	0	0	44	52	52	0	0	0	0	148
One or more suspensions	0	0	0	0	0	0	26	17	7	0	0	0	0	50
Course failure in ELA	0	0	0	0	0	0	42	94	39	0	0	0	0	175
Course failure in Math	0	0	0	0	0	0	49	79	36	0	0	0	0	164
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	50	57	56	0	0	0	0	0	163
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	520	48	70	0	0	0	0	0	638
Number of students with a substantial reading deficiency	0	0	0	0	0	118	133	115	0	0	0	0	0	366
	0	0	0	0	0	0	0	0	0	0	0	0	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	102	139	102	0	0	0	0	343

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	
Students retained two or more times	0	0	0	0	0	0	1	10	6	0	0	0	0	17

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	232	282	253	0	0	0	0	767
Attendance below 90 percent	0	0	0	0	0	0	44	52	52	0	0	0	0	148
One or more suspensions	0	0	0	0	0	0	26	17	7	0	0	0	0	50
Course failure in ELA	0	0	0	0	0	0	42	94	39	0	0	0	0	175
Course failure in Math	0	0	0	0	0	0	49	79	36	0	0	0	0	164
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	50	57	56	0	0	0	0	0	163
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	520	48	70	0	0	0	0	0	638
Number of students with a substantial reading deficiency	0	0	0	0	0	118	133	115	0	0	0	0	0	366
	0	0	0	0	0	0	0	0	0	0	0	0	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	102	139	102	0	0	0	0	343

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	
Students retained two or more times	0	0	0	0	0	0	1	10	6	0	0	0	0	17

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%				37%	57%	54%
ELA Learning Gains	42%						43%	57%	54%
ELA Lowest 25th Percentile	35%						36%	48%	47%
Math Achievement	28%	41%	36%				41%	60%	58%
Math Learning Gains	47%						45%	58%	57%
Math Lowest 25th Percentile	48%						36%	49%	51%
Science Achievement	36%	52%	53%				40%	49%	51%
Social Studies Achievement	49%	63%	58%				66%	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	39%	57%	-18%	54%	-15%
Cohort Comparison						
07	2022					
	2019	28%	55%	-27%	52%	-24%
Cohort Comparison		-39%				
08	2022					
	2019	38%	59%	-21%	56%	-18%
Cohort Comparison		-28%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	37%	58%	-21%	55%	-18%
Cohort Comparison						
07	2022					
	2019	28%	53%	-25%	54%	-26%
Cohort Comparison		-37%				
08	2022					
	2019	25%	45%	-20%	46%	-21%
Cohort Comparison		-28%				

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	25%	43%	-18%	48%	-23%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	67%	29%	67%	29%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	71%	-6%	71%	-6%
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	82%	61%	21%	61%	21%
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	19	36	31	20	37	38	18	21			
ELL	20	35	38	22	46	52	21	29			
BLK	30	42	36	26	44	46	34	47	61		
HSP	40	42	36	33	56	52	40	51	78		
MUL	30										
WHT	36			27							
FRL	31	40	34	27	46	48	35	47	68		
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	13	19	15	15	19	21	21	27			
ELL	27	38	30	23	18	22	25	33	73		
BLK	30	31	22	23	18	23	30	45	52		

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	35	37	26	32	24	31	45	40	48		
WHT	50	46		36	42						
FRL	32	33	22	25	20	26	35	46	51		
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	29	27	18	40	45	26	37			
ELL	32	48	38	31	52	50	29	62			
BLK	34	41	37	38	42	33	36	67	82		
HSP	38	44	38	46	52	50	43	62	74		
MUL	69	46		57	38						
WHT	60	57		53	50		82		73		
FRL	34	42	37	39	45	35	37	65	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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	427
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	28
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	34
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	30
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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	32
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
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?

In ELA, 8th grade performed lower in comparison to the other grade levels. In Math, 6th grade performed lower in comparison to the other grade levels.

SWD students increased in proficiency from the 2021 to 2022 school year. They demonstrated 19% proficiency on the FSA ELA and 20% proficiency on the FSA Math in 2022. This group showed significant increase in ELA and math in all areas.

ELL students showed seismic double digit increases in all components of the school's grade in math, but a decrease in all ELA components, from the 2021 to 2022 school year. Overall, students increased in learning gains from the 2021 to 2022 school year.

In math, We noticed a drastic drop in the percentage of students entering 6th grade with a level 3 or higher and students entering 7th grade with a Level 3 or higher. The reporting category with the lowest performance was Geometry with 23% percent proficient for 6th-8th grade. Between 2021 to 2022, a 2% gain was shown in student achievement from 26%-28%. A 27% increase in Learning Gains was made from 20% to 47%.

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

The proficiency on the FSA ELA has decreased 5% over the past three years. McNicol's FSA ELA proficiency rate is 32%, which is 23% percentage points below the district's proficiency rate of 55%.

For math, the reporting category with the lowest performance was Geometry with 23% percent proficient for 6th-8th grade. We must also focus on student achievement in the 6th and 8th grade with 85% and 84 % Level 1 and 2 students respectively, in comparison to 7th grade with 75% Level 1 and 2 .

Math and ELA proficiency must both be our focus.

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

Post pandemic, students started the 2022 school year lacking many foundational skills. It is extremely evident that the achievement gap which already existed was exacerbated by the pandemic. An emphasis was placed on helping students adjust back to brick-and-mortar school, as well as providing them with the pre-requisite skills, in addition to the traditional content for the grade level. Also, previous resources were not available, such as a full time ESSER Coach.

A full time Literacy ESSER Coach has been hired, and school-wide initiatives will be implemented in order to increase students skills in literacy. Teachers in need of additional support have been identified based on data and includes daily push-in/pull-out and additional support from district instructional specialists.

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

The greatest improvement was reflected in students Learning Gains. In the area of ELA, there was a 9% increase in learning gains, going from 33% in 2021 to 42% in 2022. In the area of math, there was a 27% increase in Learning Gains, going from 20% in 2021 to 47% in 2022.

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

ESSER Support, push-in/pull-outs, and small group instruction were initiatives that contributed to this improvement.

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

Professional development with a focus on differentiated instruction will be provided to enhance the instructional practices of teachers. Weekly PLC meetings will be implemented in order to accelerate learning. Data chats will be frequently conducted by coaches and assistant principals with teachers (at least twice quarterly) using Common Formative Assessment data. Students and teachers in need of additional support will be identified using this data. This support will vary based on the needs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will continue to work in collaboration with each other within their PLC's to analyze CFA data. Trainings will be provided on differentiating instruction and small-groups, in order to provide additional support to students in need. District resources are being utilized to support and target the lower quartile.

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

Additional instructional support such as push-ins, pull-outs and the co-teaching model are implemented to address the gaps that currently exist with increased lack of foundational skills. Additional school wide initiatives will be implemented, including weekly prefix and vocabulary words to be utilized throughout all content areas.

A focus on building the capacity of the staff will be via trainings, collaboration, and sharing best practices.

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.

Increase proficiency in Literacy. Based on the FSA ELA results from 2022, 32% of the students demonstrated proficiency in literacy, a 5% decrease over the past three years.

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

By May 2023, 52% of students will demonstrate proficiency on the FAST assessment.

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

Common Assessments will be utilized to monitor student progress. Literacy and Reading teachers will meet in Professional Learning Communities weekly to collaborate on analyzing results from common assessments in order to provide data-driven instruction. They will focus on developing and implementing remediation programs, sharing best practices, and incorporating small group lessons (stations) based on student performance. Various digital learning resources will be utilized to further monitor students' mastery of standards. These digital resources include but are not limited to the use of HMH, Into Literature, and READ180. The Literacy Coach and ESSER Coach will monitor all data and provide professional development and coaching as needed.

Person responsible for monitoring outcome:

Jenna Gentile (jenna.gentile@browardschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being

Literacy and Reading teachers will meet weekly during PLCs to review data and share best practices. Grade level teachers will collaborate to develop and implement formative assessments, curriculum maps, summative assessments, and enrichment and remediation activities. While obtaining data from progress monitoring, teachers will focus on providing remediation and enrichment to students through small group instruction to assure that all students are achieving mastery. The Literacy Department will collaboratively create methods to expose students to the language that they will see while testing. Focused learning goals (Key Ideas and Details and Integration of Knowledge) will be taught through

implemented for this Area of Focus.

spiral lessons to assure students mastery. The reading Lexiles will be utilized to implement strategies that will help improve student comprehension and reach proficiency.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

The rationale for using formative assessments is that it allows teachers to monitor and provide ongoing feedback to students and teachers. Formative assessments allow teachers to identify strengths and/or weaknesses and utilize data-driven instruction in order to promote student academic success.

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.

Progress monitor students through CFA, diagnostics, and data chats.

Person Responsible Jenna Gentile (jenna.gentile@browardschools.com)

Use formative assessments to track data. Analyze data through PLC to drive instructional strategies, tools, and interventions.

Person Responsible [no one identified]

Identify eligible students and place into subgroups. Cohort subgroups in content specific areas with remediation support, including pull-outs and push-ins with ESSER Coach and Literacy Coach.

Person Responsible Jenna Gentile (jenna.gentile@browardschools.com)

#2. Instructional Practice specifically relating to Math

**Area of Focus
Description and
Rationale:
Include a
rationale that
explains how it
was identified
as a critical
need from the
data reviewed.**

Increase student proficiency in math through Common Formative Assessments. Based on the 2022 math FSA results, 28% of students demonstrated proficiency.

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

By May of 2023, 40% of the students will demonstrate proficiency on the FAST assessment.

Through the use of Common Assessments, data will be collected quarterly and will be used to restructure instruction by providing remediation/enrichment to students using Success Maker, Lesson Quizzes on Savvas, small group learning centers, and direct explicit instruction.

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

Teachers will meet weekly in Professional Learning Communities by grade level to collaborate in the planning of lessons and share best practice. Teachers will incorporate the utilization of learning centers to increase student success, before and after reviewing the data for each assessment. Teachers will increase availability of tutoring for students using the Pushin, Pullout and afterschool sessions led by the Math Coach, AP, and district support. Progress monitoring will be utilized for all students participating in these programs through review of their performance on common assessments.

Teachers will incorporate the utilization of digital learning resources, such as Success maker, IXL and Savvas to increase student achievement and monitor mastery of content.

**Person
responsible for
monitoring
outcome:**

Angela Coby (angela.coby@browardschools.com)

**Evidence-based
Strategy:
Describe the**

Teachers report to an assigned classroom every Wednesday. Teachers are responsible for working on Formative Assessments, Curriculum Maps, and enrichment and remediation activities by grade level.

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

Teachers incorporate learning centers before and after the data of each assessment. The focus during centers would be to provide remediation and enrichment to students that did not achieve mastery on the Common Formative Assessment. Algebra students have been identified to receive support and complete the Algebra re-takes on September 27th. Learning Strategies Push-In with Mrs. Coby will begin on September 19th during 3rd period. The Math data file is shared amongst teachers to monitor student performance. The Math Coach monitors the enrollment and progress of students on a weekly basis. The Math department will collaboratively create methods in which students can be aware of the way math can be used in the real world as well as careers that Math can be implemented.

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

The rationale for using formative assessments is that it allows teachers to monitor and provide ongoing feedback to students and teachers. Formative assessments allow teachers to identify strengths and weaknesses and utilize data-driven instruction in order to promote student learning.

Action Steps to Implement

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

1. Teachers will meet in professional learning communities by grade level to collaborate in the planning of lessons and sharing best practices.
2. Teachers will incorporate the utilization of learning centers to increase student success.
3. Teachers will increase availability of tutoring for students, utilizing such strategies as push-in, and pull-out sessions led by the Math Coach to increase student success.
4. Teachers will incorporate the utilization of digital learning resources, such as IXL and Savvas.
5. All students regardless of their Math level will learn of the ways in which the concepts learned in class will be applicable in real-world situations.

Person Responsible

Angela Coby (angela.coby@browardschools.com)

#3. Instructional Practice specifically relating to Social Studies

**Area of Focus
Description and
Rationale:**

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

Increase proficiency in Civics and Social Studies. Based on the 2022 Social Studies state data, 49% of students demonstrated proficiency.

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

In May of 2023, 52% of students will have proficiency on the Civics EOC exam.

In the 2022-2023 school year, data from teacher created Common Formative Assessments (CFA) developed at DOK level 3 or higher will show that 70% of students will master the standard(s) tested in 6th & 8th grade.

Teachers will meet in professional learning communities by grade level to collaborate in the planning of lessons and sharing best practice, activity ideas, and remediation. Teachers will incorporate the utilization of learning centers and digital learning resources (ex. iCivics and Nearpodlessons) to monitor student progress and increase student success.

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

Students will also participate in the following, in which the data will reviewed and analyzed at PLC meetings:

- Students will complete a civics diagnostic on Canvas.
- Students will complete a weekly quiz on Canvas by benchmark taught that week.
- CFA data will be collected quarterly through Canvas and Mastery Connect and will be used to restructure instruction by providing remediation/enrichment to students using Canvas assignments, iCivics, Nearpod, small group learning centers, Kahoot, and direct explicit instruction.

Person responsible for monitoring outcome:

Angela Coby (angela.coby@browardschools.com)

Teachers meet every Wednesday. Teachers are responsible for working on Common Formative Assessments, Curriculum Maps, engagement, enrichment, and remediation activities by grade level. Professional development will be provided by Instructional Specialists Jasmine Medina and Nicole Marsala starting on September 21 and recurring quarterly.

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

- Rigor in SS (9/21)
- Stations in SS (11/2)
- Literature Circles/Primary Documents (1/18/23)
- Philosophical Chairs ((3/15/23)

Teachers incorporate learning centers before and after the data of each assessment. The focus during centers would be to provide remediation and enrichment to students that did not achieve mastery on the Common Formative Assessment. Teachers will submit class rosters to the department chair showing that students have been registered along with their progress.

The Social Studies Department will collaboratively create methods in which

students can be aware of the way civics/history can be used in the real world. This will be announced to all students during the morning announcements.

Rationale for Evidence-based Strategy:

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

These strategies will ensure that data driven decision making is utilized to develop lesson plans, along with remediation/enrichment opportunities.

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. Fuse ELA standards with SS Standards.
2. Collaborate with grade level ELA teachers.
3. Commit to holding students accountable with grammar in our daily assignments.
4. Administer CFAs with EOC style questions.

Person Responsible Angela Coby (angela.coby@browardschools.com)

#4. Instructional Practice specifically relating to Science

**Area of Focus
Description and
Rationale:
Include a
rationale that
explains how it
was identified
as a critical
need from the
data reviewed.**

Increase student proficiency in the area of Science. Based on the 2022 FSA Science data, 36% of students demonstrated proficiency in the area of Science.

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

In May of 2023, 50% of students will demonstrate proficiency on the Statewide Science Assessment.

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

Through a Science Professional Learning Community, teachers will collaborate to analyze student and teacher data in order to develop remediation/enrichment programs to promote student mastery of content.

**Person
responsible for
monitoring
outcome:**

Brisco Decembert (b.decembert@browardschools.com)

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

The Science Department will use a County Diagnostic Test on Mastery Connect that includes the major benchmarks from 6th, 7th, and 8th grade. Data will be analyzed for from the Diagnostic Test. Mini Lessons will be used to remediate 6th and 7th grade benchmarks that students showed weaknesses on the diagnostic test. Mini lessons will be taught the 1st 10 minutes of class and every other Friday the students will be given a 5 or 6 question Mini Assessment. If the students do not show proficiency on the Mini Assessment, then the individual students will be given some additional activities to do on that benchmark.

Student data chats will start after the 1st Mini Assessment in October. Mrs. Colucci (District Support Staff) is helping us plan and implement labs and coursework. She also will run a Professional Development Training for the Science Department's PLC once a month.

**Rationale for
Evidence-**

By analyzing data in PLCs and providing Professional Development opportunities based on the results of the data, teachers will have an opportunity to further develop

based Strategy:

Explain the rationale for selecting this specific strategy.

labs and coursework that promotes student mastery of content. Mini Assessments ensure that strengths and weaknesses are continuously identified in order to provide students with additional resources and activities focused on strengthening their skills.

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. Provide mini lessons and assessments.
2. Provide Common Formative Assessments.
3. Collaborating with a department among the 3 grade levels.
4. Utilizing PLCs to analyze data and share best practices.
5. Provide Data chats to show the students their progress along the way.
6. Utilize District Instructional Specialist for support and ideas to help students reach their goals.

Person

Responsible

Brisco Decembert (b.decembert@browardschools.com)

#5. 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.

Based on the 2022 data, 19% of SWD students demonstrated proficiency on the FSA ELA. On the FSA Math, 20% of students demonstrated proficiency.

Measurable Outcome:

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

By May of 2023, 40% of McNicol’s ESE students will demonstrate proficiency on the F.A.S.T. ELA and MATH assessments.

Monitoring:

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

Progress monitoring will be performed during weekly PLC meetings. Data from Pre/Post assessments, Common Formative Assessments, F.A.S.T. and other digital learning platforms will be analyzed weekly.

Person responsible for monitoring outcome:

Brisco Decembert (b.decembert@browardschools.com)

Math teachers will utilize stations dedicated to Savvas, I-Ready, and IXL. During these rotations, teachers will conduct data chats with each student individually to discuss their progress. Teachers will incorporate data-driven learning centers to provide additional support to students as needed.

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

Students will participate in pull-outs to work on missing assignments and standards they’re struggling in and need re-teaching, remediations, and practicing of foundational skills.

Teachers will increase availability of tutoring for students, utilizing such strategies as peerled tutoring, in addition to pushin and pullout sessions led by the Ms. Lewis, and Mr. Bankston.

Students will participate in weekly Read180 stations consisting of whole group and rotations. Students practice citing textual based evidence together to work on their skills needed for CFA & F.A.S.T.

Students will participate in System44 stations and be provided with small group and individual practice based on for each students personal ability level.

Rationale for Evidence-based Strategy:

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

These strategies will ensure that data driven decision making is utilized to develop lesson plans, along with remediation/enrichment opportunities.

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. Collaborate with grade level ELA and Math teachers.
2. Participate in weekly Math and ELA PLCs that focus on analyzing data and developing remediation/enrichment plans based on the data.

Person Responsible

Brisco Decembert (b.decembert@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.

McNicol's schoolwide positive behavior model is preventative, multi-tiered, and culturally responsive. It is geared to reducing the discipline gap, and designed to meet the social-emotional and academic needs of both students and their families. Our positive behavior intervention strategies are structured on the following principles:

- a functioning team and administrative support
- faculty & stakeholder commitment
- meeting school-wide behavior expectations
- reward programs

The design engages stakeholders in the decision-making process with the goal to reducing discipline incidents. Our program is designed with a system of rewards, such as monthly student social activities, field trips, positive behavior incentives and recognition, sporting events, and various other activities that promote positive student behavior. Our core values or 5 B'S are:

Be safe
 Be a learner
 Be respectful and
 Be responsible.
 Be Kind

Furthermore, students are taught life skills, and relatable cultural experiences geared to closing the academic achievement gap. McNicol's reward programs, ensure accountability and our school's commitment to equitable student behavior outcomes.

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

The below stakeholders will collaborate to promote a positive school culture and environment by incorporating engaging programs that consider all families. We will ensure families feel welcomed, valued, and respected by our staff. Encouraging two way communication and relationship building with families

adapted to meet changing family and community circumstances. Providing opportunities for family support and development through the family partnership process and through intentional parent/family peer groups within the program and community.

Deirdre Benka-Coker: Principal
Brisco Decembert: Administrator
Angela Coby: Administrator
Jenna Gentile: Administrator
Charles Montalto: BTU Representative
Tiana Poitier: SAC Chair & SPBP Point of Contact
Errol Simpson: SPBP Point of Contact
Chandra Lee: Guidance Director
Gheraldin Perdomo: Literacy Coach
Jessica Patterson: Math Coach
Jasmine Nieves: ESSER Reading Coach
Christine Clark-Olmeda: ESE Specialist
Charlene Franklin: Magnet Coordinator