

Broward County Public Schools

William Dandy Middle School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	14
Planning for Improvement	19
Positive Culture & Environment	0
Budget to Support Goals	0

William Dandy Middle School

2400 NW 26TH ST, Fort Lauderdale, FL 33311

[no web address on file]

Demographics

Principal: Felice Winston Davis

Start Date for this Principal: 9/18/2018

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 Economically Disadvantaged Students
School Grades History	2021-22: C (47%) 2018-19: C (49%) 2017-18: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	14
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	0

William Dandy Middle School

2400 NW 26TH ST, Fort Lauderdale, FL 33311

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to prepare children to be successful in a global and increasingly competitive environment by offering rigorous and relevant curriculum for ALL.

Provide the school's vision statement.

Our vision is to provide a high quality education with an emphasis on the whole child.

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
Winston , Felice	Principal	<p>The School Principal will effectively perform the performance responsibilities using the following knowledge, skills and abilities to: provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data. The School Principal will need knowledge of current educational trends and research. Knowledge and understanding of the unique needs and characteristics of school system.</p>
Battle, John	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. 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>
Coletti, Cara	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. The Assistant School Principal will need to demonstrate effective communication and</p>

Name	Position Title	Job Duties and Responsibilities
		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.
Knowles, Tomika	Instructional Coach	<p>The Science Coach will provide personalized support that is based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic content focused mentoring, coaches will support teachers to develop skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies, analyzing student work, differentiating instruction and supporting English Language learners and student with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.</p>
Barber, Tiffani	Teacher, K-12	<p>The Teacher shall:</p> <ol style="list-style-type: none"> 1. ASSESSMENT use assessment strategies (traditional and alternative) which are aligned with the curriculum and standards to assist in the continuous development of the learner. 2. COMMUNICATION use effective communication techniques with students, parents, and all other stakeholders. 3. CONTINUOUS IMPROVEMENT engage in planned continuous professional quality improvement for self and school. 4. CRITICAL THINKING use appropriate techniques and strategies which promote and enhance critical, creative, and evaluate thinking capabilities of students. 5. DIVERSITY use appropriate instructional strategies and materials that reflect each student's culture, learning styles, special needs, and socio-economic background. 6. ETHICS AND REGULATIONS fulfill the terms of any affected written contract and adhere to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and assist in the enforcement of all federal, state and district board regulations. 7. HUMAN DEVELOPMENT AND LEARNING use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students. 8. KNOWLEDGE SUBJECT MATTER demonstrate knowledge and understanding of the subject matter.

Name	Position Title	Job Duties and Responsibilities
		<p>9. LEARNING ENVIRONMENTS establish a classroom management system that maintains appropriate discipline and creates a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.</p> <p>10. PLANNING plan, align, implement, and evaluate effective instruction and assessment in a variety of learning environments.</p> <p>11. ROLE OF THE TEACHER work with peers, parents, community, and other stakeholders in the continuous improvement of the educational experiences of students.</p> <p>12. TECHNOLOGY integrate appropriate technology in teaching and learning processes.</p> <p>13. ESOL REQUIREMENT complete the training and obtain the endorsement outlined in State Board of Education rules and/or guidelines if assigned limited English proficient (LEP) students.</p> <p>14. RECORD KEEPING keep school records and prepare and submit such reports as may be required by law, by regulations of the state board or school district.</p> <p>15. PROPERTY account for all other school property (keys, records, reports, personal computers, etc.) to the principal of the school or to the Superintendent as may be prescribed by regulations of the state board and of</p> <p>16. ADDITIONAL RESPONSIBILITIES a. perform and promote all activities in compliance with equal employment and nondiscrimination policies. b. ensure adherence to good safety procedures. c. follow federal and state laws, as well as School Board policies.</p> <p>d. perform other duties as assigned by the principal.</p>
Butler, Kamesha	School Counselor	<p>1. meet with teachers to present and explain the results of various testing programs.</p> <p>2. assist teachers in effective utilization of test results.</p> <p>3. counsel students on personal, academic and vocational problems and notify parents as deemed necessary.</p> <p>4. establish small group counseling sessions.</p> <p>5. provide materials and suggestions for classroom oriented guidance activities.</p> <p>Secondary Guidance Counselor (Cont.) JJ-005</p> <p>6. identify community and school system resources, and when advisable, refer student situations to the proper agencies.</p> <p>7. arrange student, parent and teacher conferences.</p> <p>8. keep records of conferences and send reports, within the limits of confidentiality, to the principal,</p> <p>9. provide educational counseling to students prior to the scheduling of classes.</p> <p>10. gather information from all faculty members having</p>

Name	Position Title	Job Duties and Responsibilities
		<p>contact a student being considered for referral.</p> <p>11. assemble and maintain up-to-date information concerning educational and occupational possibilities.</p> <p>12. review current developments, literature and technical sources of information related to job responsibility.</p> <p>13. ensure adherence to good safety procedures.</p> <p>14. perform other duties as assigned by the Principal.</p> <p>15. follow federal and state laws, as well as School Board policies.</p>
McIntyre-Oliver, Lashonne	Other	<p>1. Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually.</p> <p>2. Coordinate required ESE meetings.</p> <p>3. Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals.</p> <p>4. Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews.</p> <p>5. Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities.</p> <p>6. Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student.</p> <p>7. Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard.</p> <p>8. Assist in identifying, reporting and correcting IDEA compliance concerns identified internally.</p> <p>9. Shall report all compliance concerns directly to the school-based leadership.</p> <p>10. Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures.</p> <p>11. Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity.</p> <p>12. Utilize the electronic management system to generate IEP documents.</p> <p>13. Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.</p> <p>14. Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities.</p> <p>15. Review current developments, literature and technical sources of information related to job responsibilities.</p>

Name	Position Title	Job Duties and Responsibilities
		16. Ensure adherence to safety rules and procedures. 17. Follow federal and state, as well as School Board policies. 18. Perform other duties as assigned by the school principal.
Whitworth-Barner, Ayanna	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. 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>
Jackson, Kuristan	SAC Member	SAC chair. Oversees the School Improvement Plan. Facilitate the monthly meetings

Demographic Information

Principal start date

Tuesday 9/18/2018, Felice Winston Davis

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.*

4

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

787

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

7

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

7

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	234	268	285	0	0	0	0	787
Attendance below 90 percent	0	0	0	0	0	0	193	215	231	0	0	0	0	639
One or more suspensions	0	0	0	0	0	0	6	9	5	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	0	0	4	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	3	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	67	96	115	0	0	0	0	278
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	71	127	91	0	0	0	0	289
Number of students with a substantial reading deficiency	0	0	0	0	0	0	124	151	189	0	0	0	0	464
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	26	29	37	0	0	0	0	92

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	29	15	27	0	0	0	0	71
Students retained two or more times	0	0	0	0	0	0	2	1	2	0	0	0	0	5

Date this data was collected or last updated

Wednesday 9/21/2022

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	273	307	275	0	0	0	0	855	
Attendance below 90 percent	0	0	0	0	0	0	68	89	74	0	0	0	0	231	
One or more suspensions	0	0	0	0	0	0	9	16	35	0	0	0	0	60	
Course failure in ELA	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		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	66	93	105	0	0	0	0	264	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	89	139	76	0	0	0	0	304	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	142	219	149	0	0	0	0	510	
	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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	273	307	275	0	0	0	0	855
Attendance below 90 percent	0	0	0	0	0	0	68	89	74	0	0	0	0	231
One or more suspensions	0	0	0	0	0	0	9	16	35	0	0	0	0	60
Course failure in ELA	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	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	66	93	105	0	0	0	0	264
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	89	139	76	0	0	0	0	304
Number of students with a substantial reading deficiency	0	0	0	0	0	0	142	219	149	0	0	0	0	510
	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	

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	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	37%	54%	50%				38%	57%	54%
ELA Learning Gains	43%						47%	57%	54%
ELA Lowest 25th Percentile	36%						39%	48%	47%
Math Achievement	32%	41%	36%				39%	60%	58%
Math Learning Gains	47%						44%	58%	57%
Math Lowest 25th Percentile	44%						35%	49%	51%
Science Achievement	44%	52%	53%				49%	49%	51%
Social Studies Achievement	64%	63%	58%				53%	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	35%	57%	-22%	54%	-19%
Cohort Comparison						
07	2022					
	2019	30%	55%	-25%	52%	-22%
Cohort Comparison		-35%				
08	2022					
	2019	45%	59%	-14%	56%	-11%
Cohort Comparison		-30%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	28%	58%	-30%	55%	-27%
Cohort Comparison						
07	2022					
	2019	22%	53%	-31%	54%	-32%
Cohort Comparison		-28%				
08	2022					
	2019	23%	45%	-22%	46%	-23%
Cohort Comparison		-22%				

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	98%	67%	31%	67%	31%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	71%	-21%	71%	-21%
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	98%	61%	37%	61%	37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	91%	56%	35%	57%	34%

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	33	27	18	49	53	17	43			
ELL	34	44	34	28	45	49	31	67	76		
BLK	35	42	36	30	45	44	43	63	77		
HSP	57	54		49	64		54	88			
FRL	35	42	38	30	44	42	44	65	78		
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	16	22	19	11	19	31	10	24			
ELL	34	35	23	29	16	7	42	45	62		
BLK	36	34	22	26	17	21	39	43	63		
HSP	52	52		36	21		50		62		
WHT	70	80		40	50						

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
FRL	34	35	22	23	17	22	35	42	57		
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	19	36	25	18	33	32	30	21			
ELL	28	44	43	35	41	44	38	39	86		
BLK	36	47	40	37	43	35	47	51	94		
HSP	47	43		58	47		54				
MUL	60	50		80	80						
WHT	86	79		64	64						
FRL	38	47	39	38	44	36	49	54	94		

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	46
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	32
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	44
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	
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	45
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	61
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
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?

Progress monitoring data and state assessment data demonstrate the following trends across grade levels:

6th Grade – demonstrated a 3% increase in achievement from fall to spring 2021-22 in ELA and 8% increase from fall to spring in Math as evidenced in the FSA.

7th Grade – demonstrated a 3% increase in achievement from fall to spring 2021-23 in ELA and 3% decrease from fall to spring in Math as evidenced in the FSA.

8th Grade – demonstrated a 9% decrease in achievement from fall to spring 2022-23 in Reading and 2% increase from fall to spring in Math as evidenced in the FSA.

Subgroups – Reading that data shows only a 4% discrepancy between white and black students, with white students demonstrating the higher achievement level, Math shows a 2% discrepancy. Reading data shows a 2% increase in female achievement school wide; Math, data shows a 4% increase in female achievement.

Science data demonstrated a 14% increase in school wide achievement from 2021-22
Social Studies demonstrated a 20% increase in school wide achievement from 2021-22

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

7th Grade Mathematics
School-wide proficiency (Level 3s and above)
And all acceleration

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

Access to technology and attendance are the prominent barriers. Before and After school tutoring was available in a face to face platforms. Students were monitored and contacted via direct phone calls from our Guidance and Counseling departments, parent conferences and Title I Information Night. Parent contact and engagement impacted attendance immensely.

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

N/A

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

Our School Wide Literacy Action Plan, tutoring programs, collaboration with our PLCs, Extended Learning Opportunities (ELO), and FAST review sessions will help increase student achievement levels. These are not limited to, but include:

- Before & After school tutoring
- In school tutoring with ESSR support
- Extended ESE Push-In/ Pull-Out Enrichment period that will began in October 2022
- Wildcat Language Enrichment Camp and Saturday Academy
- ELO for Civics, Math, Science and ELA, tutoring which began October 2022

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

- Unified Curriculum (per discipline/ grade level).
- Utilizing formative assessments.
- Promoting student engagement with incentives.
- Using scales and rubrics school-wide.
- Clearly articulated expectation, goals, learning outcomes, and course requirements, and course requirements increase student motivation and improve learning.
- Meaningful and timely feedback to teachers and students to improve learning gains in core subject areas.
- Differentiating instruction to meet individual student needs by scaffolding and accommodating IEPs, Rtl, ESOL, etc.

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.

PLCs, and combined interdisciplinary professional developments are opportunities to analyze student work, which results in our students reaching high levels of achievement, preparing them for college or careers. We have made progress towards implementing Social Emotional Learning strategies that include academic and socialization supports such as mentoring and counseling for all students. Teachers are provided several professional development trainings that centered around building positive relationships with students, SEL, and WDMS has a PBL professional development and collaboration amongst teachers in several grade and content areas.

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

Our goal is for all students to be prepared for their future. Our retention rate is low, yet there is room for growth in all content areas. Teachers will spend ample time exploring and implanting differentiated instruction that will be monitored on a consistent basis throughout the school year.

Our goal is to also increase the number of high-level courses offered at Dandy by incentivizing Gifted Professional Development Certification opportunities.

Other efforts to increase achievement and development are child studies, and IEP meetings, which give our staff the opportunities to collaboratively work towards student success and follow our school's mission/ vision

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.

2020-21 data demonstrated a significant decrease in ESE achievement in all content areas. This subgroup was underserved due to technology, staff and instructional gaps due to the COVID Pandemic. In 2021-22, ESE support and services were improved due to staffing, ESSER support, and other school-wide initiatives such as after school tutoring, before school tutoring and small group teaching.

Measurable Outcome:

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

By May 2023, 6th, 7th and 8th grade student proficient will increase by 3%, and show a 5% increase as measured by growth measures 1 and 2, and progress monitoring 2 and 3.

Monitoring:

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

This year, Progress Monitoring (or FAST PM 1 and 2) will be administered in September 2022 and December 2022 to determine growth through the first semester of the school year. Also, Common Assessments for ELA, Math, all students with IEPs will complete the DAR, CMAT and Briggance to measure achievement from the beginning of the school year to the end.

Person responsible for monitoring outcome:

Lashonne McIntyre-Oliver (lashonne.mcintyreoliver@browardschools.com)

Evidence-based**Strategy:**

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

Extended learning opportunities (one on one and small group) that target weakest standards. Small group pull out instruction (aligned to IEPs) to target groups of students with like strengths and weaknesses. Whole group instruction on fundamental skills and concepts to supplement on-level instruction.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

Due to new instructional materials adopted in the 2022-23 school year, teachers are encouraged to use the small group rotation/ station model allowing teachers and students to work with enrichment tools and receive direct instruction to increase engagement and achievement.

Action Steps to Implement

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

No action steps were entered for this area of focus

#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.

2021 data demonstrated a significant decrease in math achievement, as a result this became an area of critical need.

Measurable Outcome:

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

By the end of 2023, WDMS 6th, 7th and 8th grade student proficiency will increase by 15% as measure by progress monitoring 2 and 3.

Monitoring:

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

Quarterly data chats and data analysis, professional learning community opportunities used for teachers to collaborate, disaggregate data that informs instructional practices will be used to monitor desired outcomes.

Person responsible for monitoring outcome:

Ayanna Whitworth-Barner (ayanna.whitworth-barner@browardschools.com)

Evidence-based Strategy:

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

Small group, rotation and station instruction, extended learning opportunities including Topic Readiness drills, before and after school tutoring, FAST Camp.

Rationale for Evidence-based Strategy:

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

New BEST standards and EnVision math instructional materials including Savvas enrichment tool Successmaker and the Progress Monitoring assessments aligned with the FAST will provide us with essential and reliable data to drive instruction.

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

#3. 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.

2021-22 data demonstrated a significant decrease in ELA learning gains for proficiency and the lowest 25%. The goal was to raise achievement for students in both categories by focusing on school-wide literacy.

Measurable Outcome:

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

By May 2023, 6th, 7th and 8th grade students proficiency will increase by 3%, and show a 5% as measured by growth measures 1 and 2, and progress monitoring 2 and 3.

Monitoring:

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

Quarterly data chats to disaggregate Progress Monitoring (1-3), HMM diagnostics, RI & PI growth measurement assessments, bi-monthly professional learning opportunities to collaborate, analyze data to determine the best response for improvement (such as instructional strategies, student needs, etc.)

Person responsible for monitoring outcome:

Cara Coletti (cara.coletti@browardschools.com)

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

Small group, pull-outs with ESE and ESSER staff during Reading classes, use of System 44 and Read 180 reading curriculum, implementation of PBL and novel studies for all students, use of enrichment programs such as vocabulary.com, and extended learning opportunities throughout the school year.

Rationale for Evidence-based Strategy:

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

This applies one-on-one support, small group (including subgroups) determined by achievement data. Data driven instruction for all students in whole class, pull out and small group setting.

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.

For the past 5 years, William Dandy Middle school has been recognized by the State of Florida as a Gold, Silver, or Bronze Model School for PBIS initiatives. During the pandemic, our school was recognized with a "Resilience" award. The PBIS (Positive Behavior Intervention Support) program is based on 3 school wide expectations: Be Responsible, Be Respectful and Be Tolerant. These core values are reflected throughout the school and in classrooms. Positive behavior is modeled and taught in lesson plans by classroom teachers which reinforces positive behavior throughout the culture of our campus. Administration holds "temperature check" behavior assemblies three times a year with students and teachers. Information regarding incentive programs used to promote positive behavior is shared with stakeholder groups at our Open House, Family Nights and PSTA/SAC meetings throughout the school year.

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

PBIS (Positive Behavior Intervention Support) TEAM, which consists of representatives from administration, all academic disciplines, security and clerical, worked together to develop our SWPBP (School Wide Positive Behavior Plan). This team presents quarterly school discipline data to all stakeholders. The PBIS team creates student incentive plans for our school. Additionally, this year, the PBIS team is supporting staff with a "strategy of the month" to assist teachers with behavior management. WDMS Staff members support and implement PBIS initiatives throughout the school year.

Cara Coletti-Span, the 8th grade Assistant Principal and PBIS team lead, has created and implemented a "Teacher Store" where teachers can purchase items for themselves and their classrooms for earning PBIS teacher tickets. Teachers earn "tickets" for modeling positive behaviors, and it this initiative has worked to improve school climate and culture among staff.

This year, Ayanna Whitworth-Barner, the 7th grade Assistant Principal, solicited a business partnership with Calvary Chapel. They have committed to redecorating and refurnishing the teacher planning area. They are providing wrap-around services to families in need in addition to mentoring students after school.

This is another example of stakeholders working with our school to improve our climate and culture.