**Broward County Public Schools**

# Pompano Beach Middle School

**2023-24**

**Schoolwide Improvement Plan (SIP)**

# Table of Contents

# Pompano Beach Middle School

## 310 NE 6TH ST, Pompano Beach, FL 33060

## [ no web address on file ]

### School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

| Additional Target Support and Improvement (ATSI) |
|---|
| A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%. |

| Targeted Support and Improvement (TSI) |
|---|
| A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years. |

| Comprehensive Support and Improvement (CSI) |
|---|
| A school can be identified as CSI in any of the following four ways: <br><br> 1. Have an overall Federal Index below 41%; <br> 2. Have a graduation rate at or below 67%; <br> 3. Have a school grade of D or F; or <br> 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years. |

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|---|---|---|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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.

# I. School Information

## School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

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

## School Leadership Team, Stakeholder Involvement and SIP Monitoring

### School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.**:**

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| Livingston, Lisa | Principal | The School Principal effectively performs the performance responsibilities using 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. The principal also uses effective interview techniques, coaching procedures, and evaluation procedures; enforces collective bargaining agreements; uses effective public speaking skills, group dynamics, and interaction and problem solving skills. The principal maintains a sensitivity to multicultural issues; perceives the impact of a decision on other components of the organization; communicates effectively, both orally and in writing, and through use of technology. The principal analyzes and uses data. The School Principal has knowledge of current educational trends and research, along with knowledge and understanding of the unique needs and characteristics of the school system. |
| Trenard, Guy | Other | Supervises Instructional and Service Personnel assigned by the principal. Assists the principal in providing vision and leadership to develop, administer and monitor high quality educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community. The Intern Principal effectively executes the performance responsibilities by demonstrating knowledge, skills, and abilities to provide instructional leadership for all educational programs at the school as well as exhibiting the knowledge and practice of current educational trends, research and technology while understanding the unique needs, population trends and characteristics of students served in the school. The Intern Principal also reads, interprets and implements the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes while coaching, supervising and evaluating personnel in accordance with collective bargaining agreements. The Intern Principal demonstrates effective communication and interaction skills with all stakeholders, and has the ability to use group dynamics within the context of cultural diversity. |
| Sheffield, Claire | Assistant Principal | Supervises Instructional and Service Personnel assigned by the principal. Assists the principal in providing vision and leadership to develop, administer and monitor high quality educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community. The Assistant Principal effectively executes the performance responsibilities by demonstrating knowledge, skills, and abilities to provide instructional leadership for all educational programs at the school as well as exhibiting the knowledge and practice of current educational trends, research and technology while understanding the unique needs, population trends and characteristics of students served in the school. The Assistant Principal also reads, interprets and implements the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes while coaching, supervising and evaluating personnel in accordance with collective bargaining agreements. The |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
|  |  | Assistant Principal demonstrates effective communication and interaction skills with all stakeholders, and has the ability to use group dynamics within the context of cultural diversity. |
| Poitier, Tiana | Assistant Principal | Supervises Instructional and Service Personnel assigned by the principal. Assists the principal in providing vision and leadership to develop, administer and monitor high quality educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community. The Assistant Principal effectively executes the performance responsibilities by demonstrating knowledge, skills, and abilities to provide instructional leadership for all educational programs at the school as well as exhibiting the knowledge and practice of current educational trends, research and technology while understanding the unique needs, population trends and characteristics of students served in the school. The Assistant Principal also reads, interprets and implements the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes while coaching, supervising and evaluating personnel in accordance with collective bargaining agreements. The Assistant Principal demonstrates effective communication and interaction skills with all stakeholders, and has the ability to use group dynamics within the context of cultural diversity. |

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process of involving stakeholders, including the school leadership team, teachers and school staff, parents, and students in the School Improvement Plan (SIP) development process is essential for creating a comprehensive and effective plan that will address the unique needs and overall goals of Pompano Beach Middle School.

1. Identifying Stakeholders who should be involved in the SIP development process. This includes the school leadership team, teachers/staff members, parents/guardians, and students.

2. Initial Communication of the development of the SIP to all stakeholders. Providing an overview of the process, the timeline, and the roles that each group will play in the beginning of the school year.

3. SIP Team; establish the SIP team that consists of representatives from each stakeholder group is key. This team led the development process, ensured the representation of all departments, and facilitated extensive collaboration.

4. Each stakeholder group takes advantage of opportunities to provide input.

5. The SIP team analyzed the collected input to identify common trends, areas of concern, and possible

improvement strategies. With this analysis, we are able to respect the diverse viewpoints of all stakeholders involved.

6. Based on the input received, the SIP team collaboratively sets specific, measurable, attainable, realistic, and timely goals for improvement aligned with PBMS's mission and vision.

7.Developed a draft of the SIP which outlines the identified goals, strategies, action steps, and realistic timelines.

8. Shared the draft SIP with all stakeholders for review and feedback through meeting presentations while encouraging constructive feedback to refine the plan to meet the needs of our school.

9. Incorporate the feedback received and make necessary revisions to the SIP.

10. Once finalized, communicate with school community.

**SIP Monitoring**
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Several processes will be put in place to monitor the SIP effectively. Classroom walkthroughs, along with the progress monitoring of students, will be implemented. Each department will utilize its common planning to disaggregate student data and share best practices. Through Professional Learning Communities, staff will have an opportunity to provide feedback and input. Community members and partners regularly attend School Advisory Council meetings to learn schoolwide information. Data will be discussed and shared with the leadership team bi-weekly. Based on student data, the leadership team will make scheduling adjustments for students who may need additional support or for those students who need enrichment.

| Demographic Data | |
|---|---|
| Only ESSA identification and school grade history updated 3/11/2024 | |
| **2023-24 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Middle School<br>6-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2022-23 Title I School Status** | Yes |
| **2022-23 Minority Rate** | 84% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 100% |
| **Charter School** | No |
| **RAISE School** | No |
| **ESSA Identification**<br>*updated as of 3/11/2024 | TSI |
| **Eligible for Unified School Improvement Grant (UniSIG)** | No |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students) | Students With Disabilities (SWD)*<br>English Language Learners (ELL)*<br>Black/African American Students (BLK) |

| (subgroups below the federal threshold are identified with an asterisk) | Hispanic Students (HSP)<br>Multiracial Students (MUL)<br>White Students (WHT)<br>Economically Disadvantaged Students (FRL) |
|---|---|
| **School Grades History**<br>*2022-23 school grades will serve as an informational baseline. | 2021-22: C<br><br>2019-20: C<br><br>2018-19: C<br><br>2017-18: C |
| **School Improvement Rating History** | |
| **DJJ Accountability Rating History** | |

## Early Warning Systems

**Using 2022-23 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 | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 111 | 116 | 327 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 101 | 114 | 78 | 293 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 17 | 8 | 28 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 32 | 3 | 42 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 129 | 163 | 133 | 425 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 129 | 149 | 94 | 372 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 5 |

**Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 140 | 178 | 132 | 450 |

**Using the table above, complete the table below with the number of students identified retained:**

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

**Prior Year (2022-23) As Initially Reported (pre-populated)**

**The number of students by grade level that exhibited each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 127 | 124 | 114 | 365 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 73 | 88 | 59 | 220 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 12 | 19 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 6 | 37 | 69 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 126 | 134 | 102 | 362 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 166 | 140 | 106 | 412 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 30 | 26 | 84 |

**The number of students by current grade level that had two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 132 | 160 | 134 | 426 |

**The number of students identified retained:**

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

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

**The number of students by grade level that exhibited each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 127 | 124 | 114 | 365 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 73 | 88 | 59 | 220 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 12 | 19 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 6 | 37 | 69 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 126 | 134 | 102 | 362 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 166 | 140 | 106 | 412 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 30 | 26 | 84 |

**The number of students by current grade level that had two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 132 | 160 | 134 | 426 |

**The number of students identified retained:**

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

## II. Needs Assessment/Data Review

**ESSA School, District and State Comparison (pre-populated)**
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 41 | 53 | 49 | 40 | 54 | 50 | 42 | | |
| ELA Learning Gains | | | | 46 | | | 40 | | |
| ELA Lowest 25th Percentile | | | | 44 | | | 27 | | |
| Math Achievement* | 41 | 56 | 56 | 37 | 41 | 36 | 30 | | |
| Math Learning Gains | | | | 52 | | | 22 | | |
| Math Lowest 25th Percentile | | | | 57 | | | 27 | | |
| Science Achievement* | 39 | 50 | 49 | 44 | 52 | 53 | 35 | | |
| Social Studies Achievement* | 47 | 67 | 68 | 55 | 63 | 58 | 48 | | |
| Middle School Acceleration | 62 | 70 | 73 | 66 | 51 | 49 | 45 | | |
| Graduation Rate | | | | | 49 | 49 | | | |
| College and Career Acceleration | | | | | 70 | 70 | | | |
| ELP Progress | 14 | 42 | 40 | 30 | 74 | 76 | 40 | | |

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

**ESSA School-Level Data Review (pre-populated)**

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | TSI |
| OVERALL Federal Index – All Students | 41 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 5 |
| Total Points Earned for the Federal Index | 244 |
| Total Components for the Federal Index | 6 |
| Percent Tested | 99 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | TSI |
| OVERALL Federal Index – All Students | 47 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the Federal Index | 471 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 97 |
| Graduation Rate | |

**ESSA Subgroup Data Review (pre-populated)**

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 14 | Yes | 4 | 4 |
| ELL | 31 | Yes | 2 | 1 |
| AMI | | | | |
| ASN | | | | |
| BLK | 32 | Yes | 1 | |
| HSP | 40 | Yes | 1 | |
| MUL | 45 | | | |
| PAC | | | | |

### 2022-23 ESSA SUBGROUP DATA SUMMARY

| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
|---|---|---|---|---|
| WHT | 69 | | | |
| FRL | 33 | Yes | 1 | |

### 2021-22 ESSA SUBGROUP DATA SUMMARY

| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
|---|---|---|---|---|
| SWD | 31 | Yes | 3 | 3 |
| ELL | 40 | Yes | 1 | |
| AMI | | | | |
| ASN | | | | |
| BLK | 41 | | | |
| HSP | 48 | | | |
| MUL | 50 | | | |
| PAC | | | | |
| WHT | 67 | | | |
| FRL | 43 | | | |

## Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

### 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 41 | | | 41 | | | 39 | 47 | 62 | | | 14 |
| SWD | 11 | | | 16 | | | 14 | 15 | | | 4 | |
| ELL | 25 | | | 31 | | | 21 | 46 | 50 | | 6 | 14 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 31 | | | 32 | | | 29 | 36 | 49 | | 6 | 17 |
| HSP | 41 | | | 37 | | | 33 | 54 | 63 | | 6 | 12 |

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| MUL | 41 | | | 48 | | | | | | | 2 | |
| PAC | | | | | | | | | | | | |
| WHT | 64 | | | 68 | | | 73 | 66 | 72 | | 5 | |
| FRL | 35 | | | 35 | | | 32 | 40 | 51 | | 6 | 6 |

| 2021-22 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 40 | 46 | 44 | 37 | 52 | 57 | 44 | 55 | 66 | | | 30 |
| SWD | 17 | 42 | 48 | 11 | 39 | 47 | 12 | 28 | | | | |
| ELL | 28 | 50 | 53 | 28 | 50 | 58 | 30 | 38 | 36 | | | 30 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 30 | 39 | 42 | 23 | 45 | 52 | 30 | 50 | 54 | | | |
| HSP | 39 | 47 | 46 | 40 | 58 | 65 | 41 | 49 | 55 | | | 38 |
| MUL | 54 | 36 | | 38 | 61 | | 60 | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 64 | 60 | 63 | 67 | 59 | 54 | 73 | 78 | 82 | | | |
| FRL | 35 | 42 | 45 | 32 | 50 | 57 | 38 | 52 | 61 | | | 21 |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 42 | 40 | 27 | 30 | 22 | 27 | 35 | 48 | 45 | | | 40 |
| SWD | 19 | 28 | 21 | 17 | 27 | 30 | 20 | 21 | | | | |
| ELL | 32 | 40 | 32 | 25 | 26 | 33 | 27 | 50 | 51 | | | 40 |
| AMI | | | | | | | | | | | | |
| ASN | 92 | 83 | | 58 | 33 | | | | | | | |
| BLK | 32 | 32 | 21 | 20 | 16 | 24 | 21 | 40 | 32 | | | |
| HSP | 40 | 43 | 34 | 29 | 27 | 31 | 36 | 45 | 40 | | | 50 |
| MUL | 47 | 31 | | 32 | 19 | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 64 | 55 | 35 | 55 | 31 | 35 | 61 | 66 | 65 | | | |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| FRL | 36 | 37 | 25 | 25 | 19 | 23 | 31 | 43 | 33 | | | 39 |

**Grade Level Data Review– State Assessments (pre-populated)**
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 07 | 2023 - Spring | 30% | 49% | -19% | 47% | -17% |
| 08 | 2023 - Spring | 39% | 49% | -10% | 47% | -8% |
| 06 | 2023 - Spring | 43% | 50% | -7% | 47% | -4% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 40% | 54% | -14% | 54% | -14% |
| 07 | 2023 - Spring | 27% | 51% | -24% | 48% | -21% |
| 08 | 2023 - Spring | 42% | 46% | -4% | 55% | -13% |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | 37% | 38% | -1% | 44% | -7% |

| ALGEBRA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 77% | 48% | 29% | 50% | 27% |

| GEOMETRY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 74% | 46% | 28% | 48% | 26% |

| CIVICS | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 44% | 64% | -20% | 66% | -22% |

## III. Planning for Improvement

**Data Analysis/Reflection**
Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The data component that showed the lowest performance was math proficiency. Although math increased from 30% to 37%, which shows a 7% increase, it was still the lowest performing component. The contributing factor to last year's performance was intentional planning, targeted instruction and analyzing data and making appropriate adjustments. This school year we will continue to be specific when it comes to our continuous instructional approach. The data is trending in the right direction.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

English Language Arts showed the lowest performance with a decrease of two percentage points. Based on previous progress monitoring, the ELA department understands the importance of frequent data analysis and instructional modifications. The only component that showed a decline.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Math achievement had the most significant gap when compared to the state average. The contributing factor to last year's performance was intentional planning, targeted instruction, analyzing data, and making appropriate adjustments. We will continue to be specific this school year regarding our continuous instructional approach. Although math showed the most significant gap, the data is trending in the right direction.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Math learning gains and math lowest quartile both showed the most improvement, with 30% increases. The contributing factor to last year's math achievement performance was intentional planning, targeted instruction, analyzing data, and making appropriate adjustments. The contributing factor to last year's lowest quartile performance was differentiated instruction along with scaffolding and ELO's. As previously stated, the data is trending in the right direction.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Our greatest area of concern will be our 2023-2024 8th grade students. 178 of those students exhibited more than one early warning system, per our data. we must be intentional and strategic with our 8th grade instruction and professional learning communities for our teachers, and extended learning opportunities for our students.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

(1) ELA
(2) Math
(3) SWD

**Area of Focus**
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

An analysis of the 2022 FAST data revealed that our highest priority area of focus is our students with disabilities performed the lowest in math, showing a decrease of 7%, going from 17% proficiency to 10%.

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

By May 2024, students with disabilities will increase in proficiency by 10% from FAST AP 1 to FAST AP 2.

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

Teachers will use formative and summative assessments to track and monitor student progress. We will also continue to build capacity in our teachers through professional learning communities and professional development, which will analyze data to identify students who need intervention and differentiation. Assessment data will support teachers in diagnosing which students show deficiencies. Staff will meet weekly in department meetings to discuss student progress, analyze assessments and student work, and collaborate to plan strategies for increasing student achievement by sharing best practices.
We will also implement a math support class for our students needing additional remediation and accelerated math labs. Extended learning opportunities will be offered for students needing remediation, reteaching, or enrichment.

**Person responsible for monitoring outcome:**

Lisa Livingston (lisa.livingston@browardschools.com)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Progress Monitoring through assessments (formal, informal, formative, summative)- with this intervention we will have our Academic Coaches implement a data analysis plan that will allow teachers to disaggregate data in a universal process
2. Instructional Outcomes- Based on the outcomes of tier 1 instruction and data, we will analyze and assess the instructional practices while also sharing best practices through Professional Learning Communities and Professional Developments
3. Quality Feedback- Through teacher feedback via forms, meetings and Professional Learning Communities we will be able to improve our area of focus or maintain what is working.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

1. Progress monitoring is a scientifically based practice used to assess student progress, make appropriate adjustments, and evaluate the effectiveness of instruction. Progress monitoring also tells the teacher what students have learned and what still needs to be taught.
2. Students will be engaged in instruction when learning is supported with clear outcomes and quality feedback that allows the learner to self-assess progress related to the student's learning outcome.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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. Variety of formative and summative assessments tracking students progress.
2. Professional Development for teachers.
3. Department meetings to share best practices and discuss student data.
4. Provide meaningful interventions and elo's for students in need

**Person Responsible:** Lisa Livingston (lisa.livingston@browardschools.com)

**By When:** May 2024

**#2. Positive Culture and Environment specifically relating to Other**

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Pompano Beach Middle School takes pride in building a positive school culture and environment through collaboration and conversations while enhancing the school climate. We do this by encouraging our students to join co-curricular activities throughout the school year. The SWAAG Club is for our male students and Girl Power Club is for our female students. These two activities allow our students to participate where they normally wouldn't have the chance to because of their behavior and/or disability. We also listen to the students' wants and needs and ultimately make them fall in love with school, while strengthening their desire to want to learn!
When it comes to our teachers, professional developments are delivered through teacher input, data analysis, and walkthrough observation. Feedback is often shared when it comes to areas of improvement while continuing to strengthen areas that are working well for us. Newly implemented last year, we will continue to have the "Lemonade with Livingston" series where, on designated dates, stakeholders can have group or one-on-one conversations with our principal and share their thoughts and concerns. It proved to be successful last year, and we are happy to continue with that. This inclusion gives empowerment to our faculty, staff, students, and shareholders and a sense of community. It creates an environment where everyone feels valued and brings positivity as we accelerate to new heights, one academy at a time.

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

By May 2024, 90% of our student organizations, clubs and athletics will have been active on campus through meetings, games and/or performances.

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

This area of Focus will be monitored for desired outcome through Quarterly Athletic Coaches and Club Sponsor meetings.

**Person responsible for monitoring outcome:**

Lisa Livingston (lisa.livingston@browardschools.com)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

This will be monitored by quarterly meeting sign in sheets as well as Agendas

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

This specific strategy will ensure that all adults on campus responsible for ensuring an equitable co-curricular opportunity for our students are held accountable.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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*

## CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reviewing school improvement funding allocations and ensuring resources are allocated based on needs happens through our School Advisory Council. We have monthly meetings inviting various stakeholders to participate in our voting process to ensure equity. To pass appropriate voting, the SAC committee must meet a quorum, which means a certain percentage of members must be present.

## Title I Requirements

**Schoolwide Program Plan (SWP) Requirements**
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**
List the school's webpage* where the SIP is made publicly available.

Some methods our school would use to disseminate information to all stakeholders are SAC meetings, school marquee, school newsletter, website, parent links and title I family nights. The website is https://www.browardschools.com/pompanobeachmid

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Pompano Beach Middle School plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress by sending information home via school newsletters, parent links, school website and personal phone calls home. Inviting all stakeholders to athletic events, co-curricular activities and integrating our iCan magnet academies and ensuring an open line of communication via email and through Title I parent nights will also serve as ways our school plans to build positive relationships with all stakeholders. https://www.browardschools.com/pompanobeachmid

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

PBMS plans to strengthen the academic program to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum by data analysis and modifying instruction based on student progress and growth. We will incorporate extra practice for our students who require additional support in specific subject areas through acceleration labs, math support classes and extended learning opportunities.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

Through our Integrated Career and Academic Networks (iCAN), all students have the opportunity to explore five different academies. Aviation Technology & Computer Engineering, eSports and Athletic Sciences, Entertainment & Tourism, Information Technology, Communication & Broadcast Arts, and STEM Teacher Education are the programs offered that provide students with opportunities to join programs that support career exploration.

**Optional Component(s) of the Schoolwide Program Plan**
Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

The school ensures counseling through our grade-level counselors, as well as family counselors and school social workers. Students have the opportunity to meet with their counselors, administrators and teachers. We offer mentor services for all students through clubs and specified staff.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

Through our Integrated Career and Academic Networks (iCAN), all students have the opportunity to explore five different academies. Aviation Technology & Computer Engineering, eSports and Athletic Sciences, Entertainment & Tourism, Information Technology, Communication & Broadcast Arts, and STEM Teacher Education are the programs offered that provide students with opportunities to join programs that support career exploration.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

Positive Behavior Intervention & Support (PBIS) is the science behind building effective environments that teach and encourage appropriate behaviors to replace inappropriate behaviors. PBIS is a 3-tiered model of behavioral instruction and intervention designed to provide students the proper intensity of support based on need. At PBMS, we pride ourselves on the "PRIDE" Model: Premier, Respectful, Involved, Determined, and Excellent. School-wide or Tier 1 PBIS includes ten critical elements we

implement as our core behavioral curriculum. We aim to build and sustain a safe, inclusive, and positive school environment for all students, staff, and families while incentivizing our students to ensure success.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

Staff will meet weekly in department meetings to discuss student progress, analyze assessments and student work, and collaborate to plan strategies for increasing student achievement by sharing best practices. Professional Learning Communities are an opportunity for our teachers, paraprofessionals and other school personnel to improve instruction and use data from academic assessments to ensure student achievement.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

N/A