Attucks Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Attucks Middle School

3500 N 22ND AVE, Hollywood, FL 33020

[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: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 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.

Attucks Middle School's mission is to provide a quality and personalized education to all students, in a supportive, innovative, and secure environment while providing unique educational opportunities in the study of Communications, Broadcasting Arts, and Digital Media.

Provide the school's vision statement.

Our vision is to build Attucks Middle School in becoming the heart of the city of Hollywood by developing our young Eagles to soar in their educational journey through a dynamic, rigorous, and innovative approach to teaching and learning.

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
Adderley, Cassandra	Principal	The School Principal shall effectively lead and manage through the items listed by category below. INSTRUCTIONAL LEADERSHIP: 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build School Principal (cont.) SBBC: B-0024 and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected. ORGANIZATIONAL LEADERSHIP: 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 15. Utilize processes to empower others and distribute leadership when appropriate. 16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. 17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.

Name	Position Title	Job Duties and Responsibilities

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

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

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

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

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

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

24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.

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

26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.

27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.

28. Interact with government and service agencies relative to student welfare.

School Principal (cont.) SBBC: B-0025

PROFESSIONAL AND ETHICAL LEADERSHIP:

29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.

30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.

31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.

32. Administer negotiated employee contracts in the appropriate manner at the school site.

33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.

34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.

35. Review current developments, literature and technical sources of information related to job responsibility.

36. Ensure adherence to good safety procedures.

37. Follow Federal and State laws, as well as School Board policies.

38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.

Name	Position Title	Job Duties and Responsibilities
Centrone, Christine	Assistant Principal	LEADERSHIP: 1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.* 2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives. 3. Model and maintain high standards of professional conduct. 4. Set high standards and expectations for self, others, and school. 5. Maintain an active involvement in the school improvement planning process.* 6. Use quality improvement principles and processes in daily administration of school.* 7. Anticipate difficult situations and develop plans to handle them. 8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn. 9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.* 10. Assist in providing leadership and direction for all aspects of the school's operation. 11. Build teams to accomplish plans, goals and priorities. 12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems. 13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment. 14. Assist in establishing and utilizing the Sterling process to ready the school and community for change. 15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.* 16. Maintain visibility and accessibility on the school campus and at school related activities and events. 17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents. 18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. 19. Assist in providing leadership to involve the school in quality initiatives.* 20. Assist with aligning school initiatives with District, state, and school goals and objectives. 21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met. 22. Communicate school information, goals, student learning and behavior expectations to all customer groups.* 23. Use effective communication techniques with students, teachers, parents and stakeholders. 24. Provide for the articulation of the school's instructional program among school personnel. 25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature. 26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community. 27. Assist in the planning and implementation of initiatives in the Innovation

Name	Position Title	Job Duties and Responsibilities
		Zone. INFORMATION & ANALYSIS: 28. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.* 29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school. 30. Address the diverse needs of the school population consistent with the District's Strategic Plan. 31. Analyze and use data for decision-making or to improve actions, plans and process.* 32. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction. 33. Access, analyze, interpret and use data in decision-making. 34. Use benchmarks and comparison data in the analysis of results.* 35. Make data accessible to all stakeholders.* STRATEGIC QUALITY PLANNING: 36. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.* 37. Assist with facilitating and coordinating the development of the School's Improvement Plan. 38. Set high goals and standards for self, others and the organization. 39. Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.* 40. Assist in the selection and acquisition of instructional materials and equipment. 41. Collect input and analyze data to develop goals. 42. Assist with the management of student accounting at the assigned school as it relates to Florida Education Finance Program (FEFP) funding and future planning. 43. Develop the master schedule and assign teachers according to identified needs. 44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.* 45. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.* 46. Assist in establishing procedures to monitor processes, activities and responsibilities and respond to feedback. 47. Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 48. Assist with facilitating the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system. 49. Assist with providing recognition and celebration for student, staff, and school accomplishments. CUSTOMER FOCUS: 50. Develop positive relationships with customers (students, parents, teachers, community, etc.).* 51. Assist with facilitating a program of family and community involvement. 52. Serve as arbitrator for serious discipline problems in accordance with District policy and state statues.

Name	Position Title	Job Duties and Responsibilities
		53. Develop and maintain positive school/community relations and act as liaison between the two. 54. Assist in promoting/marketing the school and its priorities to the community. 55. Assist in establishing processes and methods to respond to valid customer requirements.* 56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services. 57. Work with parents to resolve complaints or concerns. 58. Interact with government and service agencies relative to student welfare. 59. Assist in establishing processes to determine customer needs and level of satisfaction.* 60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas. 61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized. 62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.* 63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community. 64. Assist with the development of activities with business partners that promote student achievement. HUMAN RESOURCES: 65. Assist in analyzing data and information to plan staff development to accomplish school goals.* 66. Assist with the completion of the annual Needs Assessment to determine staff development. 67. Assist with providing staff development opportunities and feedback to personnel at the assigned school. 68. Assist in building a school community and environment which supports learning and growth for everyone toward realization of the school's mission.* 69. Assist with the development and implementation of an effective staff development program. 70. Participate in District management meetings and other activities to enhance professional development. 71. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment. 72. Review current developments, literature and technical sources of information related to job responsibility. Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.* 74. Delegate responsibilities to appropriate staff members. 75. Consider data and results from action research when solving problems and improving processes. 76. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.* 77. Assign tasks and supervise personnel in task accomplishment including special projects. 78. Provide recognition and celebration for student, staff, and school

Name	Position Title	Job Duties and Responsibilities
		accomplishments.

accomplishments.
79. Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.*
80. Assist with interviewing and selection of qualified personnel to be recommended for appointment.
81. Assist with establishing job assignments and supervising of all assigned personnel, conducting annual performance appraisals, and making recommendations for appropriate employment actions according to School Board Policy and Procedures adopted by the School Board.
82. Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.
83. Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.*
MANAGEMENT OF PROCESSES:
84. Assist in identifying quality requirements of materials/services and communicates this information to parents, community and suppliers.*
85. Access District and community resources to meet school needs.
86. Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.
87. Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action.*
88. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs and services.*
89. Understand, support, and implement School Board, State, and Federal Policies, procedures, negotiated agreements and district decisions.*
90. Assist with the implementation and administration of negotiated employee contracts at the school site.
91. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.
OPERATIONAL RESULTS:
92. Show positive trends in the achievement of improvement goals in the areas of operation (key goals), business practices (efficiency) and customer satisfaction.*
93. Assist with managing and supervising the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.
94. Assist with establishing and managing student accounting and attendance procedures at the assigned school.
95. Supervise and monitor the accurate completion of data collection and submits resulting reports according to timelines.
96. Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
97. Provide leadership in the effective use of technology in the classroom and in school administration.
98. Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs.

Name	Position Title	Job Duties and Responsibilities
		99. Assist with monitoring the custodial program at the school to ensure a clean, healthy, and safe learning environment. 100. Assist with coordinating plant safety and facility inspections at the assigned school. 101. Supervise transportation services at the assigned school. 102. Assist with the supervision of all extracurricular programs at the assigned school. 103. Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements. 104. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of the School Board of Broward County. 105. Ensure adherence to good safety procedures. 106. Perform other incidental tasks consistent with the goals and objectives of this position.
Williams, Fatima	Assistant Principal	LEADERSHIP: 1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.* 2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives. 3. Model and maintain high standards of professional conduct. 4. Set high standards and expectations for self, others, and school. 5. Maintain an active involvement in the school improvement planning process.* 6. Use quality improvement principles and processes in daily administration of school.* 7. Anticipate difficult situations and develop plans to handle them. 8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn. 9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.* 10. Assist in providing leadership and direction for all aspects of the school's operation. 11. Build teams to accomplish plans, goals and priorities. 12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems. 13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment. 14. Assist in establishing and utilizing the Sterling process to ready the school and community for change. 15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.* 16. Maintain visibility and accessibility on the school campus and at school related activities and events. 17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents. 18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.

Name	Position Title	Job Duties and Responsibilities
		19. Assist in providing leadership to involve the school in quality initiatives.* 20. Assist with aligning school initiatives with District, state, and school goals and objectives.
		21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.
		22. Communicate school information, goals, student learning and behavior expectations to all customer groups.*
		23. Use effective communication techniques with students, teachers, parents and stakeholders.
		24. Provide for the articulation of the school's instructional program among school personnel.
		25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature.
		26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.
		27. Assist in the planning and implementation of initiatives in the Innovation Zone. INFORMATION & ANALYSIS:
		28. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.*
		29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.
		30. Address the diverse needs of the school population consistent with the District's Strategic Plan.
		31. Analyze and use data for decision-making or to improve actions, plans and process.*
		32. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.
		33. Access, analyze, interpret and use data in decision-making.
		34. Use benchmarks and comparison data in the analysis of results.*
		35. Make data accessible to all stakeholders.* STRATEGIC QUALITY PLANNING:
		36. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.*
		37. Assist with facilitating and coordinating the development of the School's Improvement Plan.
		38. Set high goals and standards for self, others and the organization.
		39. Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.* 40. Assist in the selection and acquisition of instructional materials and equipment.
		41. Collect input and analyze data to develop goals.
		42. Assist with the management of student accounting at the assigned school as it relates to Florida Education Finance Program (FEFP) funding and future planning.
		43. Develop the master schedule and assign teachers according to identified needs.
		44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.*
		45. Utilize a systematic process for collecting input from stakeholders and

Name	Position Title	Job Duties and Responsibilities

incorporate customer requirements in development of School Improvement Plan.*

46. Assist in establishing procedures to monitor processes, activities and responsibilities and respond to feedback.

47. Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.

48. Assist with facilitating the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.

49. Assist with providing recognition and celebration for student, staff, and school accomplishments.

CUSTOMER FOCUS:

50. Develop positive relationships with customers (students, parents, teachers, community, etc.).*

51. Assist with facilitating a program of family and community involvement.

52. Serve as arbitrator for serious discipline problems in accordance with District policy and state statues.

53. Develop and maintain positive school/community relations and act as liaison between the two.

54. Assist in promoting/marketing the school and its priorities to the community.

55. Assist in establishing processes and methods to respond to valid customer requirements.*

56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.

57. Work with parents to resolve complaints or concerns.

58. Interact with government and service agencies relative to student welfare.

59. Assist in establishing processes to determine customer needs and level of satisfaction.*

60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.

61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized.

62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.*

63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community.

64. Assist with the development of activities with business partners that promote student achievement.

HUMAN RESOURCES:

65. Assist in analyzing data and information to plan staff development to accomplish school goals.*

66. Assist with the completion of the annual Needs Assessment to determine staff development.

67. Assist with providing staff development opportunities and feedback to personnel at the assigned school.

68. Assist in building a school community and environment which supports learning and growth for everyone toward realization of the school's mission.* 69. Assist with the development and implementation of an effective staff development program.

Name	Position Title	Job Duties and Responsibilities
		70. Participate in District management meetings and other activities to enhance professional development.

70. Participate in District management meetings and other activities to enhance professional development.

71. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.

72. Review current developments, literature and technical sources of information related to job responsibility.

Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.*

74. Delegate responsibilities to appropriate staff members.

75. Consider data and results from action research when solving problems and improving processes.

76. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.*

77. Assign tasks and supervise personnel in task accomplishment including special projects.

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

79. Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.*

80. Assist with interviewing and selection of qualified personnel to be recommended for appointment.

81. Assist with establishing job assignments and supervising of all assigned personnel, conducting annual performance appraisals, and making recommendations for appropriate employment actions according to School Board Policy and Procedures adopted by the School Board.

82. Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.

83. Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.*

MANAGEMENT OF PROCESSES:

84. Assist in identifying quality requirements of materials/services and communicates this information to parents, community and suppliers.*

85. Access District and community resources to meet school needs.

86. Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.

87. Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action.*

88. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs and services.*

89. Understand, support, and implement School Board, State, and Federal Policies, procedures, negotiated agreements and district decisions.*

90. Assist with the implementation and administration of negotiated employee contracts at the school site.

91. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.

OPERATIONAL RESULTS:

92. Show positive trends in the achievement of improvement goals in the areas

Name	Position Title	Job Duties and Responsibilities
		of operation (key goals), business practices (efficiency) and customer satisfaction.* 93. Assist with managing and supervising the school's financial resources including the preparation and disbursement of the school's budget and internal accounts. 94. Assist with establishing and managing student accounting and attendance procedures at the assigned school. 95. Supervise and monitor the accurate completion of data collection and submits resulting reports according to timelines. 96. Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation. 97. Provide leadership in the effective use of technology in the classroom and in school administration. 98. Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs. 99. Assist with monitoring the custodial program at the school to ensure a clean, healthy, and safe learning environment. 100. Assist with coordinating plant safety and facility inspections at the assigned school. 101. Supervise transportation services at the assigned school. 102. Assist with the supervision of all extracurricular programs at the assigned school. 103. Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements. 104. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of the School Board of Broward County. 105. Ensure adherence to good safety procedures. 106. Perform other incidental tasks consistent with the goals and objectives of this position.

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.

Attucks Middle's strategic organizational schedule for professional learning, conferences and school based meetings provides involvement opportunities for all school leaders, teachers, school staff, and parents to be involved in the development of the schools SIP. Curriculum leaders meetings are held once a month after school to continuously discuss new data, make adjustments and plan for school wide success. Department common planning meetings, faculty meetings (twice a month), Professional learning teams include but not limited to department PLC's every Tuesday to discuss data and plans to address fragile students and next steps for improvements through strategic lesson planning. SEL/PBL/ School wide professional learning, (once a month.) Weekly grade level meetings provide teachers the opportunity for collegial inquiry and collectively provide feedback to the leadership team on helpful information to address challenges or new implementation strategies for student achievement. School

Advisory Counsel provides community, parents, businesses and students involvement in decisions, feedback and support of the school.

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))

The SIP will be regularly monitored through our SAC. The school will provides ongoing data and information that will give insight on positive and negative academic trends, successes, challenges and areas that need to be improved. The SAC will monitor the school wide implementation strategies and those implemented for those students with the greatest achievement gap. The SAC will provide feedback in effort to assist with revising the plan as needed.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 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	86	73	100	259
One or more suspensions	0	0	0	0	0	0	63	61	92	216
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	7	11	47	65
Course failure in Math	0	0	0	0	0	0	8	16	16	40
Level 1 on statewide ELA assessment	0	0	0	0	0	0	88	77	109	274
Level 1 on statewide Math assessment	0	0	0	0	0	0	81	62	98	241
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	7	25	21	53
	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 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	93	91	126	310

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	1	4	34	39
Students retained two or more times	0	0	0	0	0	0	2	4	30	36

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	67	99	126	292
One or more suspensions	0	0	0	0	0	0	66	88	64	218
Course failure in ELA	0	0	0	0	0	0	3	22	7	32
Course failure in Math	0	0	0	0	0	0	5	20	11	36
Level 1 on statewide ELA assessment	0	0	0	0	0	0	64	97	88	249
Level 1 on statewide Math assessment	0	0	0	0	0	0	66	109	92	267
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	52	61	39	152

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	84	136	121	341

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	4	7	11
Students retained two or more times	0	0	0	0	0	0	0	1	3	4

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	67	99	126	292
One or more suspensions	0	0	0	0	0	0	66	88	64	218
Course failure in ELA	0	0	0	0	0	0	3	22	7	32
Course failure in Math	0	0	0	0	0	0	5	20	11	36
Level 1 on statewide ELA assessment	0	0	0	0	0	0	64	97	88	249
Level 1 on statewide Math assessment	0	0	0	0	0	0	66	109	92	267
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	52	61	39	152

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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	84	136	121	341

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	4	7	11
Students retained two or more times	0	0	0	0	0	0	0	1	3	4

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*	45	53	49	47	54	50	46		
ELA Learning Gains				48			46		
ELA Lowest 25th Percentile				35			32		
Math Achievement*	42	56	56	42	41	36	35		
Math Learning Gains				56			21		
Math Lowest 25th Percentile				60			18		
Science Achievement*	44	50	49	45	52	53	40		
Social Studies Achievement*	55	67	68	55	63	58	53		
Middle School Acceleration	68	70	73	72	51	49	67		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	43	42	40	55	74	76	36		

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)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	297
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	515
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	19	Yes	4	2
ELL	40	Yes	1	
AMI				
ASN	55			
BLK	46			
HSP	51			
MUL	63			
PAC				
WHT	68			

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%**
FRL	48			

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	25	Yes	3	1
ELL	46			
AMI				
ASN	63			
BLK	48			
HSP	51			
MUL	76			
PAC				
WHT	66			
FRL	51			

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	45			42			44	55	68			43
SWD	19			19			18	20			4	
ELL	29			42			40	38	50		6	43
AMI												
ASN	40			70							2	
BLK	41			37			38	51	64		5	
HSP	46			44			50	51	65		6	49
MUL	67			58							2	

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
PAC												
WHT	66			57			52	80	84		5	
FRL	41			38			41	52	62		6	52

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	47	48	35	42	56	60	45	55	72			55
SWD	20	28	21	15	40	46	13	19				
ELL	36	45	39	29	53	68	30	53	50			55
AMI												
ASN	58			67								
BLK	39	41	33	39	54	63	36	49	82			
HSP	51	50	31	40	52	52	53	56	58			62
MUL	85	58		85	75							
PAC												
WHT	63	64	70	55	71	71	55	74	67			
FRL	45	46	34	41	56	57	42	56	77			58

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	46	46	32	35	21	18	40	53	67			36
SWD	16	28	29	16	19	15	11	36				
ELL	36	55	54	23	21	29	29	42	27			36
AMI												
ASN	60	46		53	23							
BLK	41	36	17	28	16	10	30	48	61			
HSP	50	57	52	39	24	25	47	53	62			43
MUL	81	75		56	44							
PAC												
WHT	49	52	40	43	22	19	55	61	81			
FRL	44	46	31	34	22	17	39	52	63			32

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. <u>The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments</u>.

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	43%	49%	-6%	47%	-4%
08	2023 - Spring	39%	49%	-10%	47%	-8%
06	2023 - Spring	37%	50%	-13%	47%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	44%	54%	-10%	54%	-10%
07	2023 - Spring	39%	51%	-12%	48%	-9%
08	2023 - Spring	34%	46%	-12%	55%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	32%	38%	-6%	44%	-12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	71%	48%	23%	50%	21%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	46%	49%	48%	47%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	63%	29%	63%	29%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	64%	-15%	66%	-17%

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.

Across grade levels, the Students with Disabilities subgroup is the most fragile and underperforming group. Based on the data for the past three years the number of SWD students proficient in Math and ELA has declined and continues to fall below the state average. Contributing factors include but not limited to students absences and suspensions.

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

The ESLS/SWD percentage of students showing proficiency or higher in ELA/Reading decline from 20% to 13% in students scoring deficiency. Factors may have included excessive absences and suspensions.

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.

7th and 8th grade Math had the greatest gap of percentage points. 7th grade scored 32% compared to the the state 46% resulting in 14 percentage point difference. 8th grade math scored 23% compared to 42% resulting in a 19 percentage point difference.

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

Math showed the greatest improvement from 42% in 2022 to 43% in 2023. Actions taken were consistent and intentional planning resulting in revisions of lessons that targeted fragile students who were not making gains. Additional math support from the Math Coach to assist with push in, working small group with the classroom, and pullout groups. Scheduling students was a major factor and extended learning camps that concentrated on intensive strategies for our fragile as well as proficient students.

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

Two areas of potential concern from the EWS data is to decrease the number of students scoring a level 1 on the states Math and ELA assessments. Increase the attendance school-wide and student retention.

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

1. Meeting ESSA for SWD
2. Support students through the PBIS Tier 1intervention (3 tiered model support system) .
3. Increase student attendance.
4. Student feedback and monitoring
5. Increase Civics states assessment scores.

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.

Students with disabilities consistently showed the greatest need across all grade levels based on progress monitoring data as well as PM3 state assessments in ELA/Reading.

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

The school plans to see a 25% increase in the SWD students growth by the end of May 2024, resulting in growth from 11% to 16% as measured by the PM3 F.A.S.T in reading/ELA.

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

The read 180 program, F.A.S.T progress monitoring assessments 1 & 2, and common formative and summative assessments will be utilized at key intervals to monitor progress of the desired population. Student data chats as well as monthly curriculum leaders meetings will be used to disaggregate data and plan for improvement.

Person responsible for monitoring outcome:

Christine Centrone (christine.centrone@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.)

Attucks will be implementing a "Universal Digital Word Wall" design to engage the entire school in unified vocabulary learning. Each day of the week will be "loosely" dedicated to a subject area such as Math Monday, Tuesday ELA, Wednesday Science, Thursday Social Studies and Friday Electives. Teachers will supply the words for the W.O.D. to support their curriculum to increase reading and learning gains school-wide.

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

This intervention supports the FAST (Florida Assessment of Student Thinking) ELA/B.E.S.T. Standards for 6-8th grade to "read and write across genres". When students enter each of their classes throughout the day, they will see the Word of the Day (W.O.D.) posted and defined in the which will encourage student fluency and growth. From this advantage teachers can further discuss and break down the morphology of the word and its context to include The Science of Reading."

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.

Engages with the ESLS team to identify any barriers in the effort to provide support for students. Monitor feedback data from informal assessments that monitor fluency and vocabulary.

Person Responsible: Jasmine Mayers (jasmine.mayers@browardschools.com)

By When: Implementation will take place September 11, 2023 with continuous monitoring.

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

The rate at which students were absent 10% or more days was over 30%. Students receiving one or more suspensions was over 25% of the schools population. This trend is identified as a crucial area in need of improvement through positive reinforcements.

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

The school plans to achieve an increase in attendance and student retention. A decrease in student referrals and suspensions, while focusing on an increase in student rewards and recognition of positive behavior change.

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

Students progress will be monitored by grade level guidance counselors and also reviewed by the MTSS team. Students will also be monitored and supported through the RTi process.

Person responsible for monitoring outcome:

Fatima Williams (fatima.williams@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.)

The principal, Mrs. Adderley, actively engages the school community in decision making processes. As a school we recognize the need for a unified approach in order to provide a positive school culture and environment. Positivity starts with the front office staff and extends to teachers, staff and administration who actively strive to welcome students each morning. School-wide participation in PBIS will continue to be implemented with Tier 1 strategies by focusing on behavior expectations through mini lessons and activities with the 5 levels of expectations and procedures displayed and implemented with fidelity resulting in a common language among students and staff.

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

PBIS is proven to help students develop and learn socially, emotionally, improve behavioral competence and support their academic engagement. Educators develop positive, predictable, and safe environments that promote strong interpersonal relationships with students through teaching, modeling, and encouragement.
PBIS, when implemented with fidelity can result in a major decrease in disciplinary infractions, aggressive behaviors. Improvements in emotional regulation academic engagement and achievement and school climate.

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.

Providing teachers with professional developments that provide strategies, activities, and rewards for students that will create a learning environment that is conducive to learning and engagement that results in an a positive school culture. Tier 1 weekly walkthroughs for evaluation of school-wide expectations. Providing coaching and support for new teachers to use effective discipline procedures. Monthly grade level PLC to address student interventions using RTI and identifying Tier 1 and Tier 2 strategies and ESLS strategies to strong build culture in the classroom.

Person Responsible: Eli Atlas (eli.atlas@browardschools.com)

By When: Quarterly check for Tier 1 weekly walkthroughs. Semester check for monthly PLC's. 3rd quarter and 4th quarter Tier 2 strategies. Will report out during Curriculum Leaders meeting.

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).

The review of school wide data is a strong component in the allocation of school funds. Indicators for growth and sustaining achievement are highly considered. Providing support to students that will extend learning and close the achievement gaps include funding toward a PASL teacher, Community Liaison, ESSER teacher, Support Facilitators and a Behavior Tech. Extended learning opportunities through ELO funding to provide intensive support as well as on level and innovative support to highly excelling students. Funds are also allocated to celebrate academic successes in proficient achievers and learning gain students as well as celebrating those in the lowest 25%. The process to review improvement funding allocations will be reviewed monthly at each SAC meeting. Data from PM1, PM2, midyear and informative assessment results will be used to measure how funding will be allocated continuously to ensure resources are allocated based on area of need.

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.

Methods of dissemination of the SIP and the SWP plan is made assessable on our schools designated website, school districts website and annual notices to parents through request and a copy available for viewing on school campus. The SIP, Notices of Parent engagement activities and other brochures are made available in other languages such as Haitian Creole, Spanish and Portuguese.

https://www.browardschools.com/Page/49968?school_number=0343

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))

Attucks Middle coordinates and integrates parent engagement programs and activities to build positive relationships with parents, families and stakeholders. These meetings are intended to teach parents how to help their children at home to the greatest extent possible and appropriate; including other federal programs. An annual meeting is held at the beginning of the year to inform parents of activities and meetings to keep them involved and informed of their child's progress. Various opportunities of engagement are offered through the following: Family Literacy Nights with Reading/ALS departments, Social Studies and School Book Fair. Math, Science and Technology Night, F.A.S.T Night, Health, Wellness and Financial Education Fair, Magnet Program Meeting, and Job Fair.

https://www.browardschools.com/Page/35029

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)

The school will offer trainings to educate staff and specialized educational support that will generate positive parent and school relationships. The Cambridge curriculum will continue to be integrated into the district's curriculum providing students with a classroom that is student centered, problem based, resulting in students that are confident, reflective and engaged learners.

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))

The school will provide workshops presented by the GED and ESOL department through community schools south adult education. Unity for teens provide extended school day/aftercare opportunities for our students and personal family assistance to our families. Through the CEP program our school provides free nutritional breakfast and lunch for all students and supper for students attending aftercare and other extended day programs like ELO camp with also included services for our ELL students in academics.