

Broward County Public Schools

# Mcnicol Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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## Mcnicol Middle School

1602 S 27TH 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.**

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

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

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

### School Leadership Team, 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
Benka-Coker, Deirdre	Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> <li>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</li> <li>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).</li> <li>3. Achieve expected results on the school's student learning goals.</li> <li>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</li> <li>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.</li> <li>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.</li> <li>7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff.</li> <li>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.</li> <li>9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.</li> <li>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.</li> <li>11. Structure and monitor a school learning environment that improves learning for a diverse student population.</li> <li>12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.</li> <li>13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.</li> </ol> <p>ORGANIZATIONAL LEADERSHIP:</p>

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



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

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

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

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Gentile, Jenna	Assistant Principal	<p>The Assistant School Principal will effectively execute the performance responsibilities by demonstrating the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements.</p> <p>The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.</p>



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

### 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 School Advisory Council (SAC) consists of the leadership team, teachers, school staff, parents/families, and a business/community leader. The School Improvement Plan (SIP) is reviewed at all SAC meetings, which occur once a month. During these meetings, all stakeholders collaborate to develop, monitor, and modify the SIP plan as needed. Student achievement data is analyzed and current remediation and intervention plans are evaluated and adjusted in order to increase students' mastery of standards.

### 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 is consistently monitored and reviewed at every SAC meeting, leadership meetings, and Curriculum Council meetings. Data collected from Common Formative Assessments is used to monitor student mastery of standards. A data-driven decision making approach is used to analyze this data and continuously develop and revise remediation and intervention programs. Focus is placed on identifying those students with the greatest achievement gaps. A collaborative approach is then used with all stakeholders, including the ESE Specialist and ELL representative, in order to increase professional development opportunities and incorporate additional remediation/intervention programs.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
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<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	96%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	TSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT)* Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C  2019-20: C  2018-19: C  2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## 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	45	45	47	137	
One or more suspensions	0	0	0	0	0	0	104	76	86	266	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	4	5	22	31	
Course failure in Math	0	0	0	0	0	0	22	36	15	73	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	96	90	111	297	
Level 1 on statewide Math assessment	0	0	0	0	0	0	92	76	88	256	
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	26	27	53	

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	109	92	108	309

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	2	0	1	3

#### 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	38	39	48	125	
One or more suspensions	0	0	0	0	0	0	63	90	63	216	
Course failure in ELA	0	0	0	0	0	0	8	29	12	49	
Course failure in Math	0	0	0	0	0	0	24	43	31	98	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	85	100	114	299	
Level 1 on statewide Math assessment	0	0	0	0	0	0	125	95	110	330	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	18	28	22	68	

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	88	126	124	338	

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

#### 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	38	39	48	125	
One or more suspensions	0	0	0	0	0	0	63	90	63	216	
Course failure in ELA	0	0	0	0	0	0	8	29	12	49	
Course failure in Math	0	0	0	0	0	0	24	43	31	98	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	85	100	114	299	
Level 1 on statewide Math assessment	0	0	0	0	0	0	125	95	110	330	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	18	28	22	68	

**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	88	126	124	338	

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

## 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*	33	53	49	32	54	50	32		
ELA Learning Gains				42			33		
ELA Lowest 25th Percentile				35			23		
Math Achievement*	29	56	56	28	41	36	26		
Math Learning Gains				47			20		
Math Lowest 25th Percentile				48			24		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	30	50	49	36	52	53	34		
Social Studies Achievement*	32	67	68	49	63	58	45		
Middle School Acceleration	54	70	73	66	51	49	53		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	16	42	40	44	74	76	33		

\* 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	32
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	194
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	427
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

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

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	18	Yes	4	3
ELL	29	Yes	2	1
AMI				
ASN				
BLK	33	Yes	1	
HSP	39	Yes	1	
MUL				
PAC				
WHT	40	Yes	2	
FRL	35	Yes	1	

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	28	Yes	3	2
ELL	34	Yes	1	
AMI				
ASN				
BLK	41			
HSP	48			
MUL	30	Yes	1	1
PAC				
WHT	32	Yes	1	
FRL	42			

**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	33			29			30	32	54			16
SWD	21			18			7	26			4	
ELL	25			29			38	36			5	16
AMI												
ASN												
BLK	29			28			27	30	53		5	
HSP	45			36			40	44	50		6	21
MUL												
PAC												
WHT	46			33							2	
FRL	33			30			29	32	53		5	

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	32	42	35	28	47	48	36	49	66			44
SWD	19	36	31	20	37	38	18	21				
ELL	20	35	38	22	46	52	21	29				44
AMI												
ASN												
BLK	30	42	36	26	44	46	34	47	61			
HSP	40	42	36	33	56	52	40	51	78			
MUL	30											
PAC												
WHT	36			27								
FRL	31	40	34	27	46	48	35	47	68			

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	32	33	23	26	20	24	34	45	53			33
SWD	13	19	15	15	19	21	21	27				
ELL	27	38	30	23	18	22	25	33	73			33

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
AMI												
ASN												
BLK	30	31	22	23	18	23	30	45	52			
HSP	35	37	26	32	24	31	45	40	48			
MUL												
PAC												
WHT	50	46		36	42							
FRL	32	33	22	25	20	26	35	46	51			45

### 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	26%	49%	-23%	47%	-21%
08	2023 - Spring	33%	49%	-16%	47%	-14%
06	2023 - Spring	29%	50%	-21%	47%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	24%	54%	-30%	54%	-30%
07	2023 - Spring	30%	51%	-21%	48%	-18%
08	2023 - Spring	31%	46%	-15%	55%	-24%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	48%	2%	50%	0%



GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	46%	42%	48%	40%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	85%	63%	22%	63%	22%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	64%	-34%	66%	-36%

### 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.**

Thirty percent of students were proficient on the 2023 FAST ELA PM3, which was a decrease of 2% from the previous year. The 2022-2023 school year was the first year that the FAST test was given to students. We faced many staffing issues during the school year which prevented us from reaching the targeted goals. We had two new ELA teachers, one new reading teacher, a new Literacy Coach, and a new ESSER Coach. The new reading teacher did not begin until January 2023. The Literacy Coach was also unable to start fulfilling her literacy coach role until January due to covering for the reading teacher position. The ESSER Coach was providing support to the new teachers and was unable to begin her role as the ESSER Coach until October 2022. This prevented many teachers from receiving the necessary support from the Literacy Coach and ESSER Coach.

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

During the 2022-2023 school year, 33% of students were proficient on the Civics exam. This is a 16% decrease from the previous school year. We faced many staffing issues during the school year which prevented us from reaching the targeted goals. We had two new Civics teachers to whom the content was unfamiliar.

**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.**

Civics had the greatest gap compared to the state average. McNicol Middle School had 33% of students score proficient on the Civics exam, compared to the state's 66% proficiency rate. McNicol Middle

Schoolfaced many staffing issues during the school year which prevented us from reaching the targeted goals. We had two new Civics teachers to whom the content was unfamiliar.

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

Math showed the greatest improvement, going from 28% to 35% proficiency. During the 2022-2023 school year, the math department provided several extended learning opportunities. A great deal of consistent support was provided to our teachers in need of assistance. We provided targeted instruction to specific students. In addition, small group instruction, differentiated instruction, and structured PLCs were provided to teachers and students.

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

After reflecting on the EWS, an area of concern is increasing proficiency for those level 1 students in the area of ELA and math. An additional concern is the number of suspensions and absences.

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

1. Increase ELA proficiency from 30% to 36%.
2. Increase math proficiency from 35% to 40%.
3. Increase social studies proficiency from 30% to 45%.
4. Increase science proficiency from 30 to 33%.
5. Increase positive culture and environment, specifically among SWD and ELL students.

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a 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.

Based on the FSA ELA results from 2023, 30% of the students demonstrated proficiency in literacy, a 2% decrease over the past two years.

**Measurable Outcome:**

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

By May 2024, students will increase from 30% to 36% in proficiency on the FAST ELA PM3 assessment.

**Monitoring:**

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

Common Assessments will be utilized to monitor student progress. Language Arts and Reading teachers will meet in Professional Learning Communities weekly to collaborate on analyzing results from common assessments in order to provide data-driven instruction. They will focus on developing and implementing remediation programs, sharing best practices, and incorporating small group lessons (stations) based on student performance. Various digital learning resources will be utilized to further monitor students' mastery of standards. These digital resources include but are not limited to the use of HMH, Into Literature, READ180, & Systems 44. The Literacy Coach and ESSER Coach will monitor all data and provide professional development and coaching as needed.

**Person responsible for monitoring outcome:**

Jenna Gentile (jenna.gentile@browardschools.com)

**Evidence-based 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.)

ELA teachers will meet weekly during PLCs to review data and share best practices. Grade level teachers will collaborate to develop and implement formative assessments, curriculum maps and enrichment/remediation activities. As we progress monitor, teachers will focus on providing remediation/enrichment to students through small group instruction ensuring all students are achieving mastery. The Literacy Department will collaboratively create methods to expose students to the language they will see while testing. Key Ideas and Details and Integration of Knowledge will be taught through spiral lessons to assure students mastery. The reading Lexiles will be utilized to implement strategies that improve student comprehension and reach proficiency. School-wide ELA initiatives will focus on FAST test style questions. A district IFC will be utilized to ensure students are exposed to all B.E.S.T. standards and professional development will be conducted to improve the utilization of these standards across all core subject areas.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

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

The school-wide initiative provides uniformity amongst all instructional stakeholders to ensure students are receiving reading strategies to effectively perform in literacy. The use of the district provided IFC will ensure that students will have the necessary familiarity with all B.E.S.T. standards that are utilized in literacy instruction.

**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 2 - Moderate 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. Progress monitor students through CFA, diagnostics, and data chats.

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

**By When:** May 2024

Professional Development for teachers focused on data analysis.

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

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

**By When:** May 2024

Data chats with teachers and students to analyze their personal data.

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

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

**By When:** May 2024

Train all staff on implementing the school-wide initiative to ensure uniformity with related to the science of reading.

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

**By When:** May 2024

Data chats with administrators and teachers to analyze their trend data.

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

**By When:** May 2024

Consistent parent communication.

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

**By When:** May 2024

Adjustments to align instruction with the needs of the students based on the data.

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

**By When:** May 2024

**#2. Instructional Practice specifically relating to Math****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.

Student proficiency in math will increase through the direct targeted instruction and measured based off of the analysis of PM1, PM2, and PM3. Based on the 2023 math FAST results, 29% of students demonstrated proficiency.

**Measurable Outcome:**

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

By May of 2024, students will increase from 35% to 40% in proficiency on the FAST Math PM3, Geometry, and Algebra EOC.

**Monitoring:**

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

Formative assessment data will be collected quarterly and monitored in the Curriculum Assessment Remediation Enrichment database (C.A.R.E.).

Data will be monitored and used to restructure instruction by providing remediation/enrichment to students using Success Maker, Lesson Quizzes on Savvas, small group learning centers, and direct explicit instruction.

Teachers will meet weekly in PLCs to collaborate in the planning of lessons and sharing of best practices. Teachers will incorporate learning centers to increase student success, before and after reviewing the data for each assessment. Pushin and pullout opportunities will be available during school and extended learning opportunities will be available after school. Progress monitoring will be utilized for all students participating in these programs through review of their performance on common assessments.

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

**Person responsible for monitoring outcome:**

Angela Coby (angela.coby@browardschools.com)

**Evidence-based 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.)

Teachers report to an assigned classroom every Wednesday. Teachers are responsible for working on formative assessments, curriculum maps, and enrichment and remediation activities by grade level.

Teachers incorporate learning centers before and after the data of each assessment. The focus during centers would be to provide remediation and enrichment to students that did not achieve mastery on the CFA.

Algebra students have been identified to receive support and complete the Algebra re-takes on September 12th. Learning Strategies Push-In with the administrator will begin on September 19th during 3rd period. The Math data file is shared amongst teachers to monitor student performance.

The Math Coach monitors the enrollment and progress of students on a weekly basis.

The Math department will collaboratively create methods in which students can be aware of the way math can be used in the real world as well as careers that Math can be implemented.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The rationale for using formative assessments is that it allows teachers to monitor and provide ongoing feedback to students and teachers. Formative assessments allow teachers to identify strengths and weaknesses and utilize data-driven instruction in order to promote student learning. This data will also be used to identify students to target for additional assistance for extended learning opportunities.

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

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

**By When:** May 2024

**#3. Instructional Practice specifically relating to Science****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.

Based on the 2023 Florida State Science Assessment, 30% of students demonstrated proficiency.

In the 2023 -2024 school year, an area of focus for our department will be the Nature of Science Benchmark. This is a benchmark that is weak county and statewide. Over the past few years, this has been the weakest benchmark for our students, and we are going to include this benchmark in every lab activity we do in 6th, 7th, and 8th grade science classes. Our monthly PLC will include best practices on how to include the nature of science throughout the year. We meet once a month and one or more of those meetings will be used to accomplish this task.

ELL students will be able to use google translate to help them throughout the year. For the ESE students the teachers will follow their IEP to make sure the students receive their accommodations.

**Measurable Outcome:**

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

By May of 2024, McNicol Middle School 8th graders will increase from 30% to 36% in proficiency on Florida State Science Assessment.

**Monitoring:**

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

In the 23-24 school year Through a Science Professional Learning Community, teachers will collaborate to analyze student and teacher data to develop remediation/enrichment programs to promote student mastery of content.

We also will be administering a Mid-Term Exam for the 8th-grade Physical Science students and Biology students. After the Mid Term Exam, we will administer the BSA in February 2024. Between the Diagnostic Test, Mid-Term Exam, and BSA Exam the teachers should have a really good idea of the students that will need remediation on the Nature of Science

**Person responsible for monitoring outcome:**

Brisco Decembert (b.decembert@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 Science Department will use a County Diagnostic Test on Mastery Connect that includes the major benchmarks from 6th, 7th, and 8th grade. Data will be analyzed from the Diagnostic Test. Mini Lessons will be used to remediate 6th and 7th-grade benchmarks that students showed weaknesses on the diagnostic test. If 75% of the students do not show proficiency on the Mini Assessment, then we will remediate the benchmark. If 75% or more of the students are proficient then those individual students who were not proficient will be given some additional activities to do on that benchmark.

Student data chats will start after the 1st Mini Assessment in October.

District support is assisting with the implementation of labs and coursework as well as Professional Development during PLCs.



CFAs will be used throughout all grade levels to determine if the students are proficient on a particular benchmark.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

By analyzing data in PLCs and providing professional development opportunities based on the results of the data, teachers will have an opportunity to further develop labs and coursework that promotes student mastery of Nature of Science content.

During class time the teachers will review all aspects of the Nature of Science whenever possible. (For example, whenever theory or law is in our curriculum go back and discuss what a theory and law are or replication or repetition).

Mini assessments ensure that strengths and weaknesses are continuously identified to provide students with additional resources and activities focused on strengthening their skills.

**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 2 - Moderate 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***



**#4. Instructional Practice specifically relating to Social Studies****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.

Increase proficiency in Civics. Based on the 2023 Social Studies state data, 33% of students demonstrated proficiency.

**Measurable Outcome:**

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

In May of 2024, students will increase from 33% to 47% in proficiency on the Civics EOC exam.

**Monitoring:**

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

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

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

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

**Person responsible for monitoring outcome:**

Jenna Gentile (jenna.gentile@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.)

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

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

The Social Studies Department will collaboratively create methods in which students can be aware of the way civics/history can be used in the real world. This will be announced to all students during the morning announcements.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

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

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

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

**By When:** May 2024

**#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****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.

Based on the 2023 data from the FAST ELA PM3 assessment, 16% of SWD students, 4% of ELL students, 44% of white students, and 0% of multi-racial students demonstrated proficiency.

**Measurable Outcome:**

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

By May of 2024, ESSA subgroups (Students with Disabilities, English Language Learners, Multi-racial, White) will increase their 2023-2024 achievement by 10 points on the FAST ELA PM3 assessment.

Based on the 2023 data from the FAST ELA PM3 assessment, 16% of SWD students, 4% of ELL students, 44% of white students, and 0% of multi-racial students demonstrated proficiency.

**Monitoring:**

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

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

**Person responsible for monitoring outcome:**

Brisco Decembert (b.decembert@browardschools.com)

**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.)

Students will participate in pull-outs focused on providing remediation on ELA standards they are struggling with, and building foundational skills.

Teachers will increase availability of tutoring for students, utilizing such strategies as peer tutoring, in addition to push-in and pull-out sessions led by the ESE support staff, Ms. Lewis and Mr. Bankston.

Students will participate in weekly Read180 stations consisting of whole group and rotations.

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

Ms. Lewis and Mr. Bankston will provide trainings regarding the use of best practices with ESE students. ELL support staff will provide trainings regarding the use of best practices with ELL students.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

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

**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 2 - Moderate 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. ESE and ELL support staff will collaborate with ELA teachers.
2. ELA teachers and ESE and ELL support staff will participate in weekly ELA PLCs that focus on analyzing data, increasing data-driven instruction, and developing remediation/enrichment plans.

**Person Responsible:** Brisco Decembert (b.decembert@browardschools.com)

**By When:** May 2024

**#6. 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 data results from the early warning system and identified low-performing subgroups was analyzed.

Based on the 2022-2023 school year, the early warning system shows 336 students had multiple early warning indicators. The largest areas for early warning indicators included 299 students performing at a level 1 on the ELA assessment and 330 on the Math assessment. In addition, 137 students were absent 10% or more days and a total of 216 students received one or more suspensions.

This data clearly demonstrates the need to continue to grow a positive culture and environment in the school in order to decrease absences and suspensions and increase instruction time, especially amongst our lowest performing subgroups.

The results for the lowest performing subgroups show that 16% of SWD, 4% of ELL, and 0% of multi-racial students demonstrated proficiency on the FSA ELA. On the FSA Math, 18% of SWD, 19% of ELL, 0% of multi-racial, and 33% of white students demonstrated proficiency. By focusing on the early warning indicators, all students in the lowest performing subgroups will benefit from a growth in a positive culture and environment.

**Measurable Outcome:**

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

By May of 2024, the number of students with suspensions will decrease by 5%.

**Monitoring:**

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

The PBIS Team will monitor the referrals on a bi-weekly basis, quarterly, and yearly basis.

**Person responsible for monitoring outcome:**

Angela Coby (angela.coby@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.)

CHAMPS training will be provided to all staff members. The PBIS team will assist teachers who have a large amount of referrals and will provide them with classroom management strategies. Students will be provided with quarterly incentives and an end of the year field trip if they have no referrals. Staff will provide students with Hawk bucks for good behavior, which can be exchanged for snacks.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

By rewarding students and placing focus on positive behavior, students will be motivated to make better choices and discipline infractions will decrease.

Providing teachers with CHAMPS training will help increase effective classroom management skills and reduce discipline infractions.

**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 2 - Moderate 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. PBIS Team will monitor referrals on a bi-weekly basis.
2. CHAMPS training will be provided to teachers.
3. Students will be provided with Hawk Bucks that can be exchange for snacks.
4. PBIS team will plan quarterly and yearly incentives.

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

**By When:** May 2024

**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 process to review school improvement funding allocations based on needs is as follows:

We first conducted a needs assessment including factors such as student demographics, academic performance, infrastructure, teacher quality, and other relevant data. At this point we were able to establish clear goals for school improvement, considering the identified needs. Our budget is then determined for school improvement. Coaches and administration continuously monitor the progress in achieving our goals. This plan is communicated with all teachers, parents, and stakeholders to ensure that funding is used effectively and efficiently to meet the intended goals. Data from PM1 and PM2 is analyzed as evidence to inform funding decisions and assess the impact of investments in our school improvement.

**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.

The SIP plan is available on the school website. Staff is emailed each year with a direct link to the SIP. The SIP is also reviewed with all stakeholders at the monthly SAC meetings. Parents are provided with notification of how to access the SIP on the school website, as well as how to request a hard copy of the SIP.

**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))

A strong emphasis is placed on developing positive relationships with parents, families, and other community stakeholders. Along with effectively communicating with stakeholders via the school website, marquee, newsletter, and twitter, various activities will be held during the school year to promote collaboration amongst stakeholders and continue to grow positive relationships. These activities include:

- 6th Grade and New student Orientation
- Open House
- Donuts with Dads
- Support Services & ESE Night
- Visits with local feeder schools
- Muffins with moms
- Magnet/Electives Family Night
- Literacy Night
- Math & Science Family Night
- Social Studies / Black History Month Family Night

**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))**

Push-ins, pull-outs, and after school programs will be utilized to help strengthen students mastery of standards. Staff will be provided professional development trainings focused on enriching students learning. These professional developments will focus on small groups and differentiated instruction. District Instructional Support will be utilized to to provide additional support and trainings to teachers based on observations. CHAMPS training will be provided to teachers in order to reduce suspensions and increase instruction time.

**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))**

N/A

#### **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))**

Counselors provide individual, group, and classroom counseling that focuses on academics, life skills and wellness, and college and career readiness. The counselors provide yearly trainings to staff on the importance of mental health and warning signs in order to identify students in need of assistance and refer them to the school counselor when appropriate.

**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))**

Counselors provide classroom guidance and activities that focus on career exploration. Activities are provided during College and Career week to educate students on various options after high school. In addition, a collaborative approach is used to inform all stakeholders of postsecondary options, including earning high school credits while in middle school.

**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).**

The Rtl team meets weekly to identify students in need of additional support and a collaborative approach is used to develop an intervention plan to help the student. Parent and teacher conferences are conducted twice a week in order to address any behavior or academic concerns. A learning strategies course is provided to SWD students to provide additional support in both academics and the development of life skills.

**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))**

Teachers participate in weekly Professional Learning Communities that focus on areas including data-driven instruction, differentiated instruction, and small groups. Staff is provided with various trainings throughout the year that focuses on the needs identified through teacher feedback and teacher/student observations. District instructional support staff visit weekly to provide teachers with additional support and guidance in order to increase student achievement. Mentors are assigned to new teacher and conduct weekly meetings to ensure the teachers' success.

**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