Margate Middle School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Margate Middle School

500 NW 65TH AVE, Margate, FL 33063

[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.

Margate Middle School is committed to educating our students to be empowered lifelong learners and responsible citizens through mindfulness, innovation, and resiliency.

Provide the school's vision statement.

Be the best that you can be at everything you try.

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
Phillips, Sabine	Principal	Responsible for overseeing the entire plan for the school.

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's SIP is communicated to stakeholders through monthly SAC meetings where opportunities are given for stakeholders to voice their opinion and provide feedback.

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 monitored through weekly department meetings/PLCs, SAC monthly meetings, department data chats, and after formative and summative assessments.
The data provided through assessments will gear necessary actions and be communicated to teachers, students, and stakeholders through SAC meetings, faculty meetings, and family events.

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	94%
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: B
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	90	96	103	289
One or more suspensions	0	0	0	0	0	0	79	94	79	252
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	31	9	8	48
Course failure in Math	0	0	0	0	0	0	3	12	18	33
Level 1 on statewide ELA assessment	0	0	0	0	0	0	115	139	153	407
Level 1 on statewide Math assessment	0	0	0	0	0	0	112	115	117	344
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	74	24	98

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	124	158	142	424

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	11	11
Students retained two or more times	0	0	0	0	0	0	1	1	9	11

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	96	99	101	296
One or more suspensions	0	0	0	0	0	0	88	111	93	292
Course failure in ELA	0	0	0	0	0	0	31	20	24	75
Course failure in Math	0	0	0	0	0	0	8	31	34	73
Level 1 on statewide ELA assessment	0	0	0	0	0	0	112	146	172	430
Level 1 on statewide Math assessment	0	0	0	0	0	0	172	178	206	556
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	82	12	73	167

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	162	180	204	546

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	2	13	15
Students retained two or more times	0	0	0	0	0	0	0	5	8	13

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	96	99	101	296
One or more suspensions	0	0	0	0	0	0	88	111	93	292
Course failure in ELA	0	0	0	0	0	0	31	20	24	75
Course failure in Math	0	0	0	0	0	0	8	31	34	73
Level 1 on statewide ELA assessment	0	0	0	0	0	0	112	146	172	430
Level 1 on statewide Math assessment	0	0	0	0	0	0	172	178	206	556
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	82	12	73	167

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	162	180	204	546

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	2	13	15
Students retained two or more times	0	0	0	0	0	0	0	5	8	13

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*	42	53	49	38	54	50	35		
ELA Learning Gains				48			34		
ELA Lowest 25th Percentile				47			30		
Math Achievement*	43	56	56	31	41	36	26		
Math Learning Gains				49			19		
Math Lowest 25th Percentile				54			21		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	35	50	49	33	52	53	31		
Social Studies Achievement*	63	67	68	65	63	58	41		
Middle School Acceleration	69	70	73	59	51	49	54		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	35	42	40	64	74	76	27		

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	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	287
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	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	488
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	22	Yes	2	2
ELL	36	Yes	1	
AMI				
ASN	83			
BLK	47			
HSP	48			
MUL	51			
PAC				
WHT	55			
FRL	45			

	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	30	Yes	1	1
ELL	46			
AMI				
ASN	77			
BLK	47			
HSP	51			
MUL	43			
PAC				
WHT	43			
FRL	47			

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	42			43			35	63	69			35
SWD	17			23			14	32			4	
ELL	30			30			22	53	44		6	35
AMI												
ASN	78			87							2	
BLK	38			39			31	59	73		6	44
HSP	46			43			42	63	61		6	30
MUL	45			48			36	75			4	
PAC												
WHT	54			56			38	73			4	
FRL	38			38			30	59	63		6	39

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	38	48	47	31	49	54	33	65	59			64
SWD	15	37	44	15	40	45	14	31				
ELL	32	46	45	25	51	59	23	54	59			64
AMI												
ASN	82	64		77	73		73		90			
BLK	36	48	47	27	47	51	30	65	55			59
HSP	41	48	46	35	51	64	37	64	59			61
MUL	33	31		30	48		36	77				
PAC												
WHT	38	49	47	31	48	36	25	50	60			
FRL	35	47	45	29	48	55	31	63	54			64

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	35	34	30	26	19	21	31	41	54			27
SWD	11	26	28	10	19	22	12	15	43			
ELL	31	40	43	23	23	26	16	39	59			27

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	70	68		80	53		55		91			
BLK	32	33	26	22	17	19	27	43	45			25
HSP	38	37	38	30	23	28	37	33	61			30
MUL	32	27		29	4			45				
PAC												
WHT	36	35	29	29	15	20	38	30	75			
FRL	33	32	24	24	17	19	29	40	52			24

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	39%	49%	-10%	47%	-8%
08	2023 - Spring	38%	49%	-11%	47%	-9%
06	2023 - Spring	39%	50%	-11%	47%	-8%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2023 - Spring	37%	54%	-17%	54%	-17%
07	2023 - Spring	40%	51%	-11%	48%	-8%
08	2023 - Spring	41%	46%	-5%	55%	-14%

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2023 - Spring	26%	38%	-12%	44%	-18%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	48%	40%	50%	38%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	46%	38%	48%	36%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	63%	28%	63%	28%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	64%	-3%	66%	-5%

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.

Science had the lowest percentage of students meet proficiency. We had three 8th grade science teachers and one left in December. We hired an interim sub who later became the teacher, but she was not certified in Science nor had she ever taught before.

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

Science had the greatest decline from the prior year. These students missed a lot of the 6th grade science curriculum due to COVID-19 and they also missed the 5th grade science assessment. We had three 8th grade science teachers and one left in December. We hired an interim sub who later became the teacher, but she was not certified in Science nor had she ever taught before.

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.

Science has the greatest gap when compared to the state. The students have difficulty recalling standards that they mastered in 6th and 7th grade. In addition, the structure of the test is extremely challenging.

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

Math showed the greatest gains. We had ESSER coaches and the Math coach conduct regular pullouts, and our school implemented the Algebra Project in both 6th & 7th grades which provided an additional instruction.

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

We are concerned that we have a lack of participation from the students who are chronically absent.

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

Science
Math
ELA
Civics
Attendance

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 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.

We determined that science was a high priority because of the drop in proficiency over a 3 year period.

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

By June 2024, 40% of our 8th grade students enrolled in physical science will meet proficiency on the Florida Statewide Standards assessment.

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

We will monitor formative and summative assessments that are given on a software program, Mastery Connect.

Person responsible for monitoring outcome:

Krystal Coke (krystal.coke@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.)

We will conduct small groups and extended learning opportunities. We will also facilitate STEM nights where students will engage in science activities aligned to the state standards. The focus of our district is on the Science of Reading, and we will implement those strategies across all content areas.

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

We have used these strategies in other areas which showed growth, so we are applying those strategies to science.

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.

A schedule of small groups will be developed and implemented by science teachers.

Person Responsible: David Bass (david.bass@browardschools.com)

By When: by October 2023

Pullouts and Saturday Camp will be held beginning in November.

Person Responsible: Krystal Coke (krystal.coke@browardschools.com)

By When: By November 2023

Science related activities will be developed and presented at STEM Night.

Person Responsible: David Bass (david.bass@browardschools.com)

By When: By December 2023

#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.

EWS data indicates that 27% of our students missed more than 10% of school.

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

By June 2024, we will increase our average student attendance from 74% to 80%.

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

We have started a Spartan Attendance Initiative with the MTSS team. We meet weekly to review our chronic absences.

Person responsible for monitoring outcome:

[no one identified]

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 guidance department will initiate phone calls to students who have missed 4 days of school in a month.

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

If students are missing 4 or more days per month, we want to ensure they receive options for increasing attendance with a personal phone call to the student and parent.

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.

Guidance team will conduct monthly attendance checks and contact parents with students who have 4 or more absences for the month.

Person Responsible: Krystal Coke (krystal.coke@browardschools.com)

By When: Monthly beginning in October

Students with continued absences will be referred to the CPST.

Person Responsible: Krystal Coke (krystal.coke@browardschools.com)

By When: As needed beginning in October

#3. 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.

According to ESSA data, our students with disabilities have scored below 41% for more than one year.

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

By June 2024, 55% of our students with disabilities will make a learning gain in ELA on the Florida Assessment for Student Thinking, progress monitoring #1 to progress monitoring #3.

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

We will use data trackers that reveal our PM data and data from common formative assessments.

Person responsible for monitoring outcome:

Roderick Daniel (rdaniel@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.)

Pullouts by support facilitator will be conducted weekly to help support students in ELA.

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

The support facilitators are assigned by grade level and they have established relationships with the students who are identified as ESE.

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.

Retrieve and analyze data immediately after PM #1.

Person Responsible: Briana Merchant (briana.merchant@browardschools.com)

By When: September 15, 2023

Student groups will be created based on the deficiencies in the benchmark assessment results.

Person Responsible: Briana Merchant (briana.merchant@browardschools.com)

By When: September 22, 2023

Monitor student progression on ELA Selection tests throughout the school year, and make adjustments as needed.

Person Responsible: Briana Merchant (briana.merchant@browardschools.com)

By When: April 26, 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).

All monies allocated towards our SIP is proposed at SAC meetings for stakeholders to provide feedback and vote on spending.

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.

Our SAC meetings, our website, and through our Parent Nights

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))

We build positive relationships be hosting the following events: Parent University twice a year, our Community Connection where parents visit the school to see what we offer. Parent Nights

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))

We transitioned to a block schedule which allots 32 additional minutes per period and this allows teachers to dive deeper into the curriculum and provide interventions as needed.

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

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))

n/a

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))

n/a

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).

n/a

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))

n/a

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