New River Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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New River Middle School

3100 RIVERLAND RD, Fort Lauderdale, FL 33312

[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.

New River Middle School of Marine Science will prepare all students to be successful academically and socially by demonstrating, promoting, and providing a rigorous academic program, as well as instilling positive character traits.

Provide the school's vision statement.

Educating today's students to succeed in tomorrow's world.

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
Harris, Lezondra	Principal	INSTRUCTIONAL LEADERSHIP: 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop, and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for students, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected. ORGANIZATIONAL LEADERSHIP: 14. Employ and monitor transparent decision-making processes that are

Name	Position Title	Job Duties and Responsibilities
		based on a vision, mission, and improvement priorities using facts and data. 15. Utilize processes to empower others and distribute leadership when appropriate. 16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. 17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant. 18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. 19. Manage and delegate tasks while consistently demonstrating fiscal efficiency. 20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. 21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals. 22. Maintain high visibility at school and in the community. 23. Cultivate, support, and develop others within the school. 24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district. 25. Provide recognition and celebration for student, staff, and school accomplishments. 26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. 27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement. 28. Interact with government and service agencies relative to student welfare. School Principal (cont.) SBBC: B-002 5 PROFESSIONAL AND ETHICAL LEADERSHIP: 29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice. 30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job

Name	Position Title	Job Duties and Responsibilities
		description. 31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board. 32. Administer negotiated employee contracts in the appropriate manner at the school site. 33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL. 34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives. 35. Review current developments, literature and technical sources of information related to job responsibility. 36. Ensure adherence to good safety procedures. 37. Follow Federal and State laws, as well as School Board policies. 38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.
Reep, Cheryl	Assistant Principal	LEADERSHIP: 1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.* 2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives. 3. Model and maintain high standards of professional conduct. 4. Set high standards and expectations for self, others, and school. 5. Maintain an active involvement in the school improvement planning process.* 6. Use quality improvement principles and processes in daily administration of school.* 7. Anticipate difficult situations and develop plans to handle them. 8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn. 9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.* 10. Assist in providing leadership and direction for all aspects of the school's operation. 11. Build teams to accomplish plans, goals and priorities.

Name	Position Title	Job Duties and Responsibilities
		12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems. 13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment. 14. Assist in establishing and utilizing the Sterling process to ready the school and community for change. 15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.* 16. Maintain visibility and accessibility on the school campus and at school related activities and events. 17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents. 18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. 19. Assist in providing leadership to involve the school in quality initiatives.* 20. Assist with aligning school initiatives with District, state, and school goals and objectives. 21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met. 22. Communicate school information, goals, student learning and behavior expectations to all customer groups.* 23. Use effective communication techniques with students, teachers, parents and stakeholders. 24. Provide for the articulation of the school's instructional program among school personnel. School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature. 26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community. 27. Assist in the planning and implementation of initiatives in the Innovation Zone. INFORMATION & ANALYSIS: 28. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.* 29. Assist in providing leadership and direction for the implementation and

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

Name	Position Title	Job Duties and Responsibilities
		49. Assist with providing recognition and celebration for student, staff, and school accomplishments. School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 CUSTOMER FOCUS: 50. Develop positive relationships with customers (students, parents, teachers, community, etc.).* 51. Assist with facilitating a program of family and community involvement. 52. Serve as arbitrator for serious discipline problems in accordance with District policy and state statues. 53. Develop and maintain positive school/community relations and act as liaison between the two. 54. Assist in promoting/marketing the school and its priorities to the community. 55. Assist in establishing processes and methods to respond to valid customer requirements.* 56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services. 57. Work with parents to resolve complaints or concerns. 58. Interact with government and service agencies relative to student welfare. 59. Assist in establishing processes to determine customer needs and level of satisfaction.* 60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas. 61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized. 62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.* 63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community. 64. Assist with the development of activities with business partners that promote student achievement. HUMAN RESOURCES: 65. Assist in analyzing data and information to plan staff development to accomplish school goals.* 66. Assist with the completion of the annual Needs Assessment to determine

Name	Position Title	Job Duties and Responsibilities
		staff development.

67. Assist with providing staff development opportunities and feedback to personnel at
the assigned school.
68. Assist in building a school community and environment which supports learning and growth for everyone toward realization of the school's mission.*
69. Assist with the development and implementation of an effective staff development
program.
70. Participate in District management meetings and other activities to enhance
professional development.
71. Participate, successfully, in the staff development programs offered to increase the
individual's skill and proficiency related to the assignment.
72. Review current developments, literature and technical sources of information
related to job responsibility.
School Assistant Principal (Cont.) SBBC: JJ-002
FL: 28
73. Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.*
74. Delegate responsibilities to appropriate staff members.
75. Consider data and results from action research when solving problems and
improving processes.
76. Contribute to positive staff morale through flexibility, support and recognition
of groups and individuals working toward school improvement.*
77. Assign tasks and supervise personnel in task accomplishment including special
projects.
78. Provide recognition and celebration for student, staff, and school accomplishments.
79. Manage appropriately and professionally personnel issues, including hiring,
evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.*
80. Assist with interviewing and selection of qualified personnel to be recommended
for appointment.
81. Assist with establishing job assignments and supervising of all assigned personnel,
conducting annual performance appraisals, and making recommendations for appropriate employment actions according to School Board Policy and Procedures
adopted by the School Board.
82. Assist with difficult personnel decisions when necessary including dealing

Name	Position Title	Job Duties and Responsibilities
		with ineffective teacher or staff performance. 83. Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.* MANAGEMENT OF PROCESSES: 84. Assist in identifying quality requirements of materials/services and communicates this information to parents, community and suppliers.* 85. Access District and community resources to meet school needs. 86. Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion. 87. Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action.* 88. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs and services.* 89. Understand, support, and implement School Board, State, and Federal Policies, procedures, negotiated agreements and district decisions.* 90. Assist with the implementation and administration of negotiated employee contracts at the school site. 91. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. OPERATIONAL RESULTS: 92. Show positive trends in the achievement of improvement goals in the areas of operation (key goals), business practices (efficiency) and customer satisfaction.* 93. Assist with managing and supervising the school's financial resources including the preparation and disbursement of the school's budget and internal accounts. School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 94. Assist with establishing and managing student accounting and attendance procedures at the assigned school. 95. Supervise and monitor the accurate completion of data collection and submits resulting reports according to timelines. 96. Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation. 97. Provide leadership in the effective use of technology in the classroom and in school administration.

Name	Position Title	Job Duties and Responsibilities
		98. Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs. 99. Assist with monitoring the custodial program at the school to ensure a clean, healthy, and safe learning environment. 100. Assist with coordinating plant safety and facility inspections at the assigned school. 101. Supervise transportation services at the assigned school. 102. Assist with the supervision of all extracurricular programs at the assigned school. 103. Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements. 104. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of the School Board of Broward County. 105. Ensure adherence to good safety procedures. 106. Perform other incidental tasks consistent with the goals and objectives of this position.
Reeves, Eric	Assistant Principal	LEADERSHIP: 1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.* 2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives. 3. Model and maintain high standards of professional conduct. 4. Set high standards and expectations for self, others, and school. 5. Maintain an active involvement in the school improvement planning process.* 6. Use quality improvement principles and processes in daily administration of school.* 7. Anticipate difficult situations and develop plans to handle them. 8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn. 9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.* 10. Assist in providing leadership and direction for all aspects of the school's operation. 11. Build teams to accomplish plans, goals and priorities. 12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.

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		13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment. 14. Assist in establishing and utilizing the Sterling process to ready the school and community for change. 15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.* 16. Maintain visibility and accessibility on the school campus and at school related activities and events. 17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents. 18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. 19. Assist in providing leadership to involve the school in quality initiatives.* 20. Assist with aligning school initiatives with District, state, and school goals and objectives. 21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met. 22. Communicate school information, goals, student learning and behavior expectations to all customer groups.* 23. Use effective communication techniques with students, teachers, parents and stakeholders. 24. Provide for the articulation of the school's instructional program among school personnel. School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature. 26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community. 27. Assist in the planning and implementation of initiatives in the Innovation Zone. INFORMATION & ANALYSIS: 28. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.* 29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school. 30. Address the diverse needs of the school population consistent with the

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		District's Strategic Plan. 31. Analyze and use data for decision-making or to improve actions, plans and process.* 32. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction. 33. Access, analyze, interpret and use data in decision-making. 34. Use benchmarks and comparison data in the analysis of results.* 35. Make data accessible to all stakeholders.* STRATEGIC QUALITY PLANNING: 36. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.* 37. Assist with facilitating and coordinating the development of the School's Improvement Plan. 38. Set high goals and standards for self, others and the organization. 39. Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.* 40. Assist in the selection and acquisition of instructional materials and equipment. 41. Collect input and analyze data to develop goals. 42. Assist with the management of student accounting at the assigned school as it relates to Florida Education Finance Program (FEFP) funding and future planning. 43. Develop the master schedule and assign teachers according to identified needs. 44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.* 45. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.* 46. Assist in establishing procedures to monitor processes, activities and responsibilities and respond to feedback. 47. Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 48. Assist with facilitating the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system. 49. Assist with providing recognition and celebration for student, staff, and school accomplishments.

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		School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 CUSTOMER FOCUS: 50. Develop positive relationships with customers (students, parents, teachers, community, etc.).* 51. Assist with facilitating a program of family and community involvement. 52. Serve as arbitrator for serious discipline problems in accordance with District policy and state statues. 53. Develop and maintain positive school/community relations and act as liaison between the two. 54. Assist in promoting/marketing the school and its priorities to the community. 55. Assist in establishing processes and methods to respond to valid customer requirements.* 56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services. 57. Work with parents to resolve complaints or concerns. 58. Interact with government and service agencies relative to student welfare. 59. Assist in establishing processes to determine customer needs and level of satisfaction.* 60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas. 61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized. 62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.* 63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community. 64. Assist with the development of activities with business partners that promote student achievement. HUMAN RESOURCES: 65. Assist in analyzing data and information to plan staff development to accomplish school goals.* 66. Assist with the completion of the annual Needs Assessment to determine staff development. 67. Assist with providing staff development opportunities and feedback to

Name	Position Title	Job Duties and Responsibilities
		personnel at the assigned school. 68. Assist in building a school community and environment which supports learning and growth for everyone toward realization of the school's mission.* 69. Assist with the development and implementation of an effective staff development program. 70. Participate in District management meetings and other activities to enhance professional development. 71. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment. 72. Review current developments, literature and technical sources of information related to job responsibility. School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 73. Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.* 74. Delegate responsibilities to appropriate staff members. 75. Consider data and results from action research when solving problems and improving processes. 76. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.* 77. Assign tasks and supervise personnel in task accomplishment including special projects. 78. Provide recognition and celebration for student, staff, and school accomplishments. 79. Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.* 80. Assist with interviewing and selection of qualified personnel to be recommended for appointment. 81. Assist with establishing job assignments and supervising of all assigned personnel, conducting annual performance appraisals, and making recommendations for appropriate employment actions according to School Board Policy and Procedures adopted by the School Board. 82. Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance. 83. Consider the aspirations of self and others in relation to the jobs and

Name	Position Title	Job Duties and Responsibilities

tasks
assigned when assessing expertise and developmental needs.*
MANAGEMENT OF PROCESSES:
84. Assist in identifying quality requirements of materials/services and communicates this information to parents, community and suppliers.*
85. Access District and community resources to meet school needs.
86. Demonstrate readiness and confidence in making and/or sharing decisions in a
timely fashion.
87. Employ an improvement cycle for operational problems that analyzes results,
identifies root causes, and takes corrective action.*
88. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs
and services.*
89. Understand, support, and implement School Board, State, and Federal Policies, procedures, negotiated agreements and district decisions.*
90. Assist with the implementation and administration of negotiated employee contracts
at the school site.
91. Implement School Board policy, state statutes, and federal regulations as they
pertain to the assigned school.
OPERATIONAL RESULTS:
92. Show positive trends in the achievement of improvement goals in the areas of
operation (key goals), business practices (efficiency) and customer satisfaction.*
93. Assist with managing and supervising the school's financial resources including the
preparation and disbursement of the school's budget and internal accounts.
School Assistant Principal (Cont.) SBBC: JJ-002
FL: 28
94. Assist with establishing and managing student accounting and attendance procedures at the assigned school.
95. Supervise and monitor the accurate completion of data collection and submits
resulting reports according to timelines.
96. Assist with the writing and dissemination of newsletters, memos, letters, press
releases, agendas, and other materials using proper grammar and punctuation.
97. Provide leadership in the effective use of technology in the classroom and in school
administration.
98. Assist with the coordination of school maintenance and facility needs and monitor
progress toward meeting those needs.

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

Name	Position Title	Job Duties and Responsibilities
		14. Assist in establishing and utilizing the Sterling process to ready the school and community for change. 15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.* 16. Maintain visibility and accessibility on the school campus and at school related activities and events. 17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents. 18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. 19. Assist in providing leadership to involve the school in quality initiatives.* 20. Assist with aligning school initiatives with District, state, and school goals and objectives. 21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met. 22. Communicate school information, goals, student learning and behavior expectations to all customer groups.* 23. Use effective communication techniques with students, teachers, parents and stakeholders. 24. Provide for the articulation of the school's instructional program among school personnel. School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature. 26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community. 27. Assist in the planning and implementation of initiatives in the Innovation Zone. INFORMATION & ANALYSIS: 28. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.* 29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school. 30. Address the diverse needs of the school population consistent with the District's Strategic Plan. 31. Analyze and use data for decision-making or to improve actions, plans

Name	Position Title	Job Duties and Responsibilities
		and process.* 32. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction. 33. Access, analyze, interpret and use data in decision-making. 34. Use benchmarks and comparison data in the analysis of results.* 35. Make data accessible to all stakeholders.* STRATEGIC QUALITY PLANNING: 36. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.* 37. Assist with facilitating and coordinating the development of the School's Improvement Plan. 38. Set high goals and standards for self, others and the organization. 39. Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.* 40. Assist in the selection and acquisition of instructional materials and equipment. 41. Collect input and analyze data to develop goals. 42. Assist with the management of student accounting at the assigned school as it relates to Florida Education Finance Program (FEFP) funding and future planning. 43. Develop the master schedule and assign teachers according to identified needs. 44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.* 45. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.* 46. Assist in establishing procedures to monitor processes, activities and responsibilities and respond to feedback. 47. Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 48. Assist with facilitating the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system. 49. Assist with providing recognition and celebration for student, staff, and school accomplishments. School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 CUSTOMER FOCUS:

Name	Position Title	Job Duties and Responsibilities
		50. Develop positive relationships with customers (students, parents, teachers, community, etc.).* 51. Assist with facilitating a program of family and community involvement. 52. Serve as arbitrator for serious discipline problems in accordance with District policy and state statues. 53. Develop and maintain positive school/community relations and act as liaison between the two. 54. Assist in promoting/marketing the school and its priorities to the community. 55. Assist in establishing processes and methods to respond to valid customer requirements.* 56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services. 57. Work with parents to resolve complaints or concerns. 58. Interact with government and service agencies relative to student welfare. 59. Assist in establishing processes to determine customer needs and level of satisfaction.* 60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas. 61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized. 62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.* 63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community. 64. Assist with the development of activities with business partners that promote student achievement. HUMAN RESOURCES: 65. Assist in analyzing data and information to plan staff development to accomplish school goals.* 66. Assist with the completion of the annual Needs Assessment to determine staff development. 67. Assist with providing staff development opportunities and feedback to personnel at the assigned school. 68. Assist in building a school community and environment which supports

Name	Position Title	Job Duties and Responsibilities
		learning and growth for everyone toward realization of the school's mission.* 69. Assist with the development and implementation of an effective staff development program. 70. Participate in District management meetings and other activities to enhance professional development. 71. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment. 72. Review current developments, literature and technical sources of information related to job responsibility. School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 73. Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.* 74. Delegate responsibilities to appropriate staff members. 75. Consider data and results from action research when solving problems and improving processes. 76. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.* 77. Assign tasks and supervise personnel in task accomplishment including special projects. 78. Provide recognition and celebration for student, staff, and school accomplishments. 79. Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.* 80. Assist with interviewing and selection of qualified personnel to be recommended for appointment. 81. Assist with establishing job assignments and supervising of all assigned personnel, conducting annual performance appraisals, and making recommendations for appropriate employment actions according to School Board Policy and Procedures adopted by the School Board. 82. Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance. 83. Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.* MANAGEMENT OF PROCESSES:

Name	Position Title	Job Duties and Responsibilities
		84. Assist in identifying quality requirements of materials/services and communicates this information to parents, community and suppliers.* 85. Access District and community resources to meet school needs. 86. Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion. 87. Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action.* 88. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs and services.* 89. Understand, support, and implement School Board, State, and Federal Policies, procedures, negotiated agreements and district decisions.* 90. Assist with the implementation and administration of negotiated employee contracts at the school site. 91. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. OPERATIONAL RESULTS: 92. Show positive trends in the achievement of improvement goals in the areas of operation (key goals), business practices (efficiency) and customer satisfaction.* 93. Assist with managing and supervising the school's financial resources including the preparation and disbursement of the school's budget and internal accounts. School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 94. Assist with establishing and managing student accounting and attendance procedures at the assigned school. 95. Supervise and monitor the accurate completion of data collection and submits resulting reports according to timelines. 96. Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation. 97. Provide leadership in the effective use of technology in the classroom and in school administration. 98. Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs. 99. Assist with monitoring the custodial program at the school to ensure a clean, healthy, and safe learning environment.

Name	Position Title	Job Duties and Responsibilities
		100. Assist with coordinating plant safety and facility inspections at the assigned school. 101. Supervise transportation services at the assigned school. 102. Assist with the supervision of all extracurricular programs at the assigned school. 103. Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements. 104. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of the School Board of Broward County. 105. Ensure adherence to good safety procedures. 106. Perform other incidental tasks consistent with the goals and objectives of this position.
Coombs, Kimberly	Instructional Coach	Instructional Coach: 1. Assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement 2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. 3. build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 4. serve on the school's professional development team to ensure professional learning is Coach, Literacy (cont.) SBBC: KK-034 FL: 69611 aligned to standards, initiatives, and best practices and facilitate research based professional learning through the school's professional learning communities. 5. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community. 7. analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement.

Name	Position Title	Job Duties and Responsibilities
		8. maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required. 9. participate and engage in monthly content related professional learning and learning communities. 10. promote collegiality through collaborative work and reflective practices with teachers and administrators. 11. support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning. 12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction. 13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida. 14. participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities. 15. review current developments, literature and technical sources of information related to job responsibilities. 16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.) 17. ensure adherence to good safety procedures. 18. follow federal and state laws, as well as School Board policies. 19. perform other duties as assigned by the principal or designee
Riley, Stephanie	Instructional Coach	The Coach, Mathematics shall: 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement. 2. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 3. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices. 4. participate in monthly content related professional learning. 5. participate successfully in ongoing professional learning to increase the individual's

Name	Position Title	Job Duties and Responsibilities
		skills and proficiency related to the job responsibilities. 6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to both parents and the community. 7. develop and assist teachers in designing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 8. maintain and submit required documentation, including but not limited to, coaching logs, data analysis for teacher development and calendar reflecting coaching activities and scheduled meetings. 9. assist teachers in effective integration of technology within daily instructional Coach, Mathematics (cont.) SBBC: NEW 7 practice. 10. establish and maintain a trusting, confidential and non-evaluative relationship with teachers and align coaching based on classroom observations. 11. support teachers with curriculum, pedagogy, digital applications, tools, strategies and classroom related technologies. 12. analyze data to inform high quality instruction leading to improved student achievement. 13. promote collegiality through collaborative work and reflective practices with teachers and administrators. 14. facilitate research-based professional learning through the school's professional learning communities. 15. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida. 16. review current developments, literature and technical sources of information related to job responsibilities. 17. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.) 18. ensure adherence to good safety procedures. 19. follow federal and state laws, as well as School Board policies. 20. perform other duties as assigned by the Supervisor(s)
Duffus, Denise	Instructional Coach	Instructional Support (ESSER) Science shall: 1. assist teachers in reflecting on and analyzing their practice and reviewing student

Name	Position Title	Job Duties and Responsibilities
		work to inform instruction and enhance student achievement. 2. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 3. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices. 4. participate in monthly content related professional learning. 5. participate successfully in ongoing professional learning to increase the individual's skills and proficiency related to the job responsibilities. 6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to both parents and the community. 7. develop and assist teachers in designing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 8. maintain and submit required documentation, including but not limited to, coaching logs, data analysis for teacher development and calendar reflecting coaching activities and scheduled meetings. 9. assist teachers in effective integration of technology within daily instructional practice. 10. establish and maintain a trusting, confidential and non-evaluative relationship with teachers and align coaching based on classroom observations. 11. support teachers with curriculum, pedagogy, digital applications, tools, strategies and classroom related technologies. 12. analyze data to inform high quality instruction leading to improved student achievement. 13. promote collegiality through collaborative work and reflective practices with teachers and administrators. 14. facilitate research-based professional learning through the school's professional learning communities. 15. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida. 16. review current developments, literature and technical sources of information related to job responsibilities. 17. handle information in a confidential manner in accordance with established policies

Name	Position Title	Job Duties and Responsibilities
		and legal requirements (FERPA, HIPPA, etc.) 18. ensure adherence to good safety procedures. 19. follow federal and state laws, as well as School Board policies. 20. perform other duties as assigned by the Supervisor(s).

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.

A school advisory council meeting is held on the first Thursday of each month in the media center at 4:30 PM. All stakeholders, including staff, parents, students, and community leaders are invited via email, parent link, and newsletters. During these meetings, all stakeholders are asked for input in the SIP development process. Stakeholders are given information about school accountability funds and are able to voice their opinions about how the funds should be spent. Once all stakeholders have been given an opportunity to speak a vote is held using Robert's Rules of Order.

SIP Monitoring

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

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students through the monthly school advisory meetings. School achievement data, which includes weekly shark bites (mini-assessments) monthly common formative assessments, and state FAST assessments, that are administered approximately every 3 months is shared with stakeholders on a regular basis throughout the year. Once the data has been disaggregated, suggestions for remediation and/or extended learning opportunities are presented to all stakeholders. Areas of greatest need are identified and funding options are presented. This ensures that the school continuously monitors and revises the SIP plan as needed with the input of all stakeholders.

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	85%
2022-23 Economically Disadvantaged (FRL) Rate	95%
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: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	203	218	236	657
One or more suspensions	0	0	0	0	0	0	180	99	93	372
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	19	7	38	64
Course failure in Math	0	0	0	0	0	0	36	9	25	70
Level 1 on statewide ELA assessment	0	0	0	0	0	0	243	198	225	666
Level 1 on statewide Math assessment	0	0	0	0	0	0	208	184	166	558
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	91	111	202

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	261	213	246	720

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	43	43
Students retained two or more times	0	0	0	0	0	0	3	3	41	47

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	148	180	170	498
One or more suspensions	0	0	0	0	0	0	189	139	128	456
Course failure in ELA	0	0	0	0	0	0	8	2	4	14
Course failure in Math	0	0	0	0	0	0	42	3	9	54
Level 1 on statewide ELA assessment	0	0	0	0	0	0	142	199	197	538
Level 1 on statewide Math assessment	0	0	0	0	0	0	200	199	215	614
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	108	87	34	229

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	221	224	202	647

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	2	1	18	21
Students retained two or more times	0	0	0	0	0	0	2	1	11	14

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	148	180	170	498
One or more suspensions	0	0	0	0	0	0	189	139	128	456
Course failure in ELA	0	0	0	0	0	0	8	2	4	14
Course failure in Math	0	0	0	0	0	0	42	3	9	54
Level 1 on statewide ELA assessment	0	0	0	0	0	0	142	199	197	538
Level 1 on statewide Math assessment	0	0	0	0	0	0	200	199	215	614
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	108	87	34	229

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	221	224	202	647

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	2	1	18	21
Students retained two or more times	0	0	0	0	0	0	2	1	11	14

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	41	53	49	43	54	50	45		
ELA Learning Gains				45			43		
ELA Lowest 25th Percentile				33			31		
Math Achievement*	41	56	56	40	41	36	37		
Math Learning Gains				53			24		
Math Lowest 25th Percentile				48			20		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	44	50	49	38	52	53	42		
Social Studies Achievement*	56	67	68	54	63	58	49		
Middle School Acceleration	69	70	73	74	51	49	59		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	30	42	40	37	74	76	38		

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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	281
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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	465
Total Components for the Federal Index	10
Percent Tested	98
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	35	Yes	4	
ELL	32	Yes	4	
AMI				
ASN	63			
BLK	39	Yes	1	
HSP	43			
MUL	61			
PAC				
WHT	71			
FRL	43			

	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	34	Yes	3	
ELL	35	Yes	3	
AMI				
ASN	50			
BLK	44			
HSP	43			
MUL	53			
PAC				
WHT	64			
FRL	45			

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	41			41			44	56	69			30
SWD	18			25			19	43	78		6	24
ELL	24			25			12	42	56		6	30
AMI												
ASN	55			70							2	
BLK	34			33			37	44	70		6	13
HSP	38			36			33	55	63		6	33
MUL	51			50			53	67	82		5	
PAC												
WHT	63			64			73	82	73		5	
FRL	37			36			35	51	65		6	31

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	43	45	33	40	53	48	38	54	74			37
SWD	20	35	28	21	45	43	21	35	55			
ELL	26	37	30	25	47	49	16	32	55			37
AMI												
ASN	53	37		58	50							
BLK	37	43	37	32	45	45	33	52	75			
HSP	39	44	30	35	52	50	31	45	68			38
MUL	40	36		48	71		60	65				
PAC												
WHT	66	55	43	66	66	55	66	79	81			
FRL	38	43	34	36	52	49	36	49	70			40

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	45	43	31	37	24	20	42	49	59			38
SWD	20	36	30	21	27	20	24	22	46			
ELL	28	38	35	24	18	23	12	32	40			38

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	60	54		62	27							
BLK	35	35	22	28	20	21	33	43	50			
HSP	39	43	38	32	22	19	34	44	53			38
MUL	62	45		59	30				55			
PAC												
WHT	69	52	21	58	34	26	70	68	75			
FRL	37	38	28	32	19	17	34	43	53			30

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	36%	49%	-13%	47%	-11%
06	2023 - Spring	36%	50%	-14%	47%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	36%	54%	-18%	54%	-18%
07	2023 - Spring	36%	51%	-15%	48%	-12%
08	2023 - Spring	29%	46%	-17%	55%	-26%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	33%	38%	-5%	44%	-11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	48%	27%	50%	25%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	46%	52%	48%	50%

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	51%	64%	-13%	66%	-15%

III. Planning for Improvement

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

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

The data component with the lowest performance is Science with 33%. A major contributing factor was that students missed out on effective in-person teaching and only had virtual learning due to the pandemic. Additional contributing factors are that our school had a large number of ELL mid-year enrollments, and we had a shortage of support facilitators. For example, we only had 2 ESE support facilitators in comparison to previous years where we had 3 ESE support facilitators. Furthermore, we were also lacking an ELL teacher's assistant. The ELL teacher's assistant role is to assist classes with a majority of ELL students in the class. They are integral to ensuring the success of ELL students.

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

The data component that had the greatest decline is ELA from 43% in 2022 to 37% in 2023. The factor that contributed to this decline is our school did not begin extended learning until the middle of the school year.

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.

The data component with the greatest gap when compared to the state average is Science with a gap of 19.7% between the State average of 52.7% and the school average of 33%. The contributing factors were that extended learning did not start until the middle of the school year. This is a trend that has continued from the pandemic where students were not receiving in-person learning.

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

The data component that showed the most improvement is Math with scores of 40% in 2022 to 54.8% in 2023. The actions the school implemented were the use of IXL software to supplement instruction and monitor progress. In addition, teachers utilized regular common assessment data to monitor students and adjust teaching based on the results.

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

Based on our EWS data from Part I, a potential area of concern is our absences of 10% or more. The data shows that 39% of our students have absences of 10% or more.

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

1. Improving Attendance
2. Focusing on areas of need for our Science student achievement.
3. Focusing on areas of need for our ELA student achievement.
4. Focusing on areas of need for our ELL students.
5. Focusing on areas of need for our SWD 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.

The area of focus is to increase student proficiency in English Language Arts. This will also increase literacy among our students. Based on the data, our lowest 25th percentile showed some increases last year due to attendance in our extended learning opportunities, but the ELL and SWD population did not show much growth. We will focus on these subgroups, as well as our mid to high level 2s in order to increase the number of students who reach a level 3.

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

By June of 2024, the percentage of students who are proficient in English Language Arts will increase by 5% overall as evidenced by the Spring FAST assessment.

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

This Area of Focus will be monitored through monthly Common Formative Assessments given through HMH Growth Measure as well as the three FAST assessments given throughout the year. In addition, teachers will have regular data chats with the students to ensure that students know where they are and can take ownership of their learning. Administrators will monitor through data chats with the ELA teachers at regular intervals (checkpoints) throughout the year.

Person responsible for monitoring outcome:

Charlene Ambroise (charlene.ambroise@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.)

Several schoolwide reading strategies will be implemented in the classrooms this year to assist with this area of focus. The reading strategies include IDEAS (inference, definition, example, antonym/synonym), Cornell notes, Notice and Note, Teacher Read aloud, RACE (restate, answer, cite, explain).

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

According to research (Allen, 2000) A read-aloud—or shared reading—is one of the most effective ways for young adults to hear fluent reading. Our literacy plan advises that teachers read to their students every day in every class. Some teachers read the text aloud while students listen; other teachers read the text aloud while students read along. Most often, the selections are not from the textbook; instead, teachers select other materials that build students' background knowledge, provide them with interesting vocabulary words, and ensure they are hearing fluent reading.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Action Steps:

1. Provide teachers with data and research on the rationale behind this strategy.

2. Provide teachers with examples/modeling of this strategy used correctly in the classroom (model teachers).

3. Administrators will conduct classroom walkthroughs to ensure that the strategy is being used with appropriate frequency.

4. Teachers will assess ELL and SWD students and progress monitor regularly.

5. Teachers will have data chats with students to ensure that students take ownership of the progress they are making.

6. Administrators will have data chats with the teachers to ensure that teachers are aware of the progress their students are making and are making adjustments based on that data.

Person Responsible: Charlene Ambroise (charlene.ambroise@browardschools.com)

By When: By June of 2024, the percentage of students who are proficient in English Language Arts will increase by 5% overall as evidenced by the Spring FAST assessment.

#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.

The area of focus is to increase proficiency in Math. Based on the data, our lowest 25th percentile showed increases last year due to attendance in our extended learning opportunities, but the general population did not show much growth. Though we improved slightly from 2022 (3%), our overall proficiency was only 40% which is a drop of 11 percentage points since 2019. The lowest grade level was 6th grade at 37% proficiency.

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

By June of 2024, our overall proficiency in math will increase from 40% to 43% as evidenced by the results from the Spring Assessment of the FAST test.

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

This Area of Focus will be monitored through monthly Common Formative Assessments given through Realize and Success Maker.

Person responsible for monitoring outcome:

Eric Reeves (eric.reeves@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.)

One strategy that will be implemented is differentiated instruction which addresses different learning modalities in the classroom. Teachers will provide a learning environment where the academic needs of all students are met and thus increasing math proficiency and learning gains on the FAST assessments.

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

During the 1990s, teachers were encouraged to present material differently according to a student's "learning style"—for example, visual, auditory, or kinesthetic. But while there have been studies that show students remember more when the same material is presented and reinforced in multiple ways, recent research reviews have found no evidence that individual students can be categorized as learning best through a single type of presentation. Source- Edweek.org

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. Administrator will provide teachers with data and research on the rationale behind this strategy.
2. Administrator will provide teachers with examples/modeling of this strategy used correctly in the classroom (model teachers).

3. Administrators will conduct classroom walkthroughs to ensure that the strategy is being used with appropriate frequency.

4. Teachers will assess ELL and SWD students and progress monitor regularly.

5. Teachers will have regular data chats with all students to ensure that students take ownership of the progress they are making.

6. Teachers will use the new Success Maker program as an intervention for low performing students.

Person Responsible: Eric Reeves (eric.reeves@browardschools.com)

By When: By June of 2024, our overall proficiency in math will increase from 40% to 43% as evidenced by the results from the Spring Assessment of the FAST test.

#3. Instructional Practice specifically relating to Small Group Instruction

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.

Our area of focus will be increasing student achievement for our identified lowest-performing subgroups which are ELL and SWD.

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

The measurable outcome our school plans to achieve is to improve the ELL and SWD students' PM2 by 3%. ELL students will increase their student achievement from 35% to 38% and SWD from 34% to 37%.

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

We will monitor the area of focus by first identifying the ELL and SWD students' weakest FAST subskills. Then we will provide remediation for those identified weak subskills. We will then monitor their progress by using a combination of IXL for math assessments, I-Ready for ELA assessments, and Common Formative assessments. We will ask student to also track their progress by graphing their assessment results and challenging themselves to improve their assessments on those subskills from week to week.

Person responsible for monitoring outcome:

Eric Reeves (eric.reeves@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.)

There are two key evidence-based interventions we are implementing for this Area of Focus. For ELL students, we are working to provide students the opportunity to develop academic oral language, while simultaneously teaching literacy and other content areas. We are also teaching vocabulary across content areas.
The evidence-based intervention we will use for SWD is to provide remediation instruction of their FAST assessment weakest subskill by using modeling, reinforcement, self-managing, task analysis, and repeated retrieval practice.

https://ceedar.education.ufl.edu/wp-content/uploads/2016/11/EBP-for-english-learners.pdf

https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1540-5826.2012.00353.x

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

The rationale for the aforementioned listed strategies is that our school will provide Foundational Math, Foundational ELA, Study Hall, and PASL courses. The teachers in those listed courses will be able to focus on the students' weakest subskills by using those evidence-based interventions.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Provide training for teachers to identify ELL and SWD and then disaggregate the ELL and SWD FAST assessment to identify their weakest subskills.
2. After identifying their FAST assessment weakest subskill, teachers will need to find which Math and ELA standards are connected to that weakest subskill.
3. Next, teachers will provide remediation instruction on those standards.
4. Teachers will progress monitor their ELL and SWD students by using IXL, and I-Ready. Teachers will instruct students on filling in a graph sheet after each IXL or I-Ready assessment relating to the weakest subskill.
5. Teachers will attend Data Chats on the ELL and SWD students' progress.
6. After students have taken the FAST PM1, teachers will be asked to identify their students' progress on the weakest subskill.
7. Teachers will continue the steps of remediation of the weakest subskill and track progress throughout the year and attend once-a-month data chats.

Person Responsible: Charlene Ambroise (charlene.ambroise@browardschools.com)

By When: Our goal will be to increase the ELL and SWD subgroups by 3% on their FAST PM3.

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

One area of focus is related to a positive culture and environment which will lead to higher teacher retention. Teacher retention is a crucial need because we had 17 teachers leave the school last year. According to research, two key factors associated with turnover are teacher preparation and support, and teaching conditions.

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

Last year, New River lost 17 teachers. By June of 2024, New River will retain at least 20% more teachers, as evidenced by less than 13 transfer requests.

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

This Area of Focus will be monitored for the desired outcome by data gathered during quarterly meetings between all teachers and the administrators supervising them.

Person responsible for monitoring outcome:

Cheryl Reep (cheryl.reep@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 evidence-base interventions being implemented are addressing teacher preparation and support and teaching conditions. When it comes to teacher preparation by offering a comprehensive professional development calendar of training for teachers throughout the year. We are also creating a community of support through "Wake up Wednesdays" in which new teachers are supported by veteran teachers through professional development around teaching strategies and/or technology. In terms of teaching conditions, we are working to limit class sizes and ensuring that there are no more than 25 students in a core academic class. We are also addressing student behaviors quickly and efficiently so that teachers feel supported in the classrooms. Lastly, to boost morale, we are implementing positive incentives for teachers such as "Shark Handler of the Month," and our teacher birthday cart in which band students visit classrooms with cupcakes and sing happy birthday to teachers in their birthday month.

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

According to the data obtained through the following report by the Learning Policy Institute, the key factors associated with turnover include teacher preparation and support and teaching conditions. New River Middle school is utilizing the strategy of preparing our teachers better by providing appropriate training to support them as well as creating teaching conditions that are favorable. The data shows that by using these strategies, we will be able to retain the teachers we have trained which will lead to higher student achievement.
RATIONALE: https://learningpolicyinstitute.org/media/174/
download?inline&file=Teacher_Turnover_REPORT.pdf

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 4 - Demonstrates a Rationale

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.

Quarterly check-ins during data chats with teachers.

Person Responsible: Cheryl Reep (cheryl.reep@browardschools.com)

By When: Teacher/Administrator chats will occur at least once per quarter formally, but could be more frequent in an informal manner.

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 School Advisory Council meets monthly on the first Thursday of the month. The School Advisory Council is comprised of teachers, parents, school staff, students, and community members. This group meets to review school improvement funding allocations and ensure that resources are allocated based on needs. The process includes a comprehensive data review of assessment results in Math, English Language Arts, Science, Biology, Algebra, Geometry, and Civics, with opportunities for suggestions for extended learning opportunities for students and feedback from all stakeholders. All allocations for funding must be approved through a vote conducted by a quorum of SAC members.

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.

This School Improvement Plan will be shared with stakeholders at our School Advisory Council meetings. A copy will also be shared with staff and presented at our leadership meeting.

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))

Our school builds positive relationships with parents, families, and other community stakeholders by inviting parents and students to our two schedule pick-up nights called Shark Camps. The Shark Camp provides parents and students with information about our school, their schedules, and allows them to tour their class locations. We also provide parents the opportunity to meet the teachers at our Open House night. The Open House allows parents to receive the teachers' syllabus, teacher contact information, and important details about the class. The school also builds positive relationships with community stakeholders and young male students in our 5000 Role Models of Excellence Chapter. The goal of the program is to provide team building, character development, mentoring, positive reinforcements, and the motivation to attend college for our male students. An Extended Learning program is provided before and after school and on Saturdays in the months of February and March to monitor students' progress and provide academic support. Parents can also schedule conferences with teachers to gain additional support for their children. In addition there will be several parent nights throughout the year including an event for our ESOL parents as well as a Literacy night and Math night. Our final event of the year is a community showcase called "Mission Possible" in which students publicly share their year-long projects on marine plastics and saving the environment with their parents, other students, and the community at large. This is a large, family event that occurs in April of next year.

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

The school plans to strengthen the academic program by monitoring the progress of students using formative assessments. The formative assessment results will then be used to identify the student's areas of need to guide instruction. The school also will increase learning time by providing extended learning before school, after school, and on Saturdays preceding our end-of-the-year FAST.

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))

This plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, violence prevention programs, nutrition programs such as the Community Eligibility Provision (CEP), housing programs such as the HART program and career and technical education programs.

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))

New River Middle School ensures that students in need receive counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

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))

New River Middle School prepares students for postsecondary opportunities and the workforce, through programs such as Naviance. We also prepare students for college by providing the opportunities to earn high school credits while still 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).

RTI is a tiered process of instruction that allows New River Middle School to identify struggling students early and provide appropriate instructional interventions. New River Middle School uses MTSS (multi-tiered system of supports) to identify and increase levels of targeted support for those who are struggling. We use a school-wide approach to student support, with teachers, counselors, psychologists, and other specialists who meet weekly and work as a team to assess students and plan interventions. We also provide professional development so staff can provide interventions and monitor progress effectively. Family involvement is important so parents can understand the interventions and give support at home.

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, paraprofessionals, and other school personnel at New River Middles School participate in professional learning weekly to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects such as reading and math.

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