

Broward County Public Schools

William Dandy Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	14
III. Planning for Improvement	19
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	26
VII. Budget to Support Areas of Focus	28

William Dandy Middle School

2400 NW 26TH ST, Fort Lauderdale, FL 33311

[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.

Our mission is to prepare children to be successful in a global and increasingly competitive environment by offering rigorous and relevant curriculum for ALL.

Provide the school's vision statement.

Our vision is to provide a high quality education with an emphasis on the whole child.

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
Winston , Felice	Principal	<p>The School Principal will effectively perform the performance responsibilities using the following knowledge, skills and abilities to: provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data. The School Principal will need knowledge of current educational trends and research. Knowledge and understanding of the unique needs and characteristics of school system.</p>
Battle, John	Assistant Principal	<p>The School Principal will effectively perform the performance responsibilities using the following knowledge, skills and abilities to: provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data. The School Principal will need knowledge of current educational trends and research. Knowledge and understanding of the unique needs and characteristics of school system.</p>
Coletti, Cara	Assistant Principal	<p>The School Principal will effectively perform the performance responsibilities using the following knowledge, skills and abilities to: provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group</p>

Name	Position Title	Job Duties and Responsibilities
		<p>dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data. The School Principal will need knowledge of current educational trends and research. Knowledge and understanding of the unique needs and characteristics of school system.interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.</p>
Butler, Kamesha	School Counselor	<ol style="list-style-type: none"> 1. meet with teachers to present and explain the results of various testing programs. 2. assist teachers in effective utilization of test results. 3. counsel students on personal, academic and vocational problems and notify parents as deemed necessary. 4. establish small group counseling sessions. 5. provide materials and suggestions for classroom oriented guidance activities. <p>Secondary Guidance Counselor (Cont.) JJ-005</p> <ol style="list-style-type: none"> 6. identify community and school system resources, and when advisable, refer student situations to the proper agencies. 7. arrange student, parent and teacher conferences. 8. keep records of conferences and send reports, within the limits of confidentiality, to the principal, 9. provide educational counseling to students prior to the scheduling of classes. 10. gather information from all faculty members having contact a student being considered for referral. 11. assemble and maintain up-to-date information concerning educational and occupational possibilities. 12. review current developments, literature and technical sources of information related to job responsibility. 13. ensure adherence to good safety procedures. 14. perform other duties as assigned by the Principal. 15. follow federal and state laws, as well as School Board policies.
McIntyre-Oliver, Lashonne	Other	<ol style="list-style-type: none"> 1. Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually.

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 2. Coordinate required ESE meetings. 3. Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. 4. Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. 5. Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. 6. Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. 7. Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard. 8. Assist in identifying, reporting and correcting IDEA compliance concerns identified internally. 9. Shall report all compliance concerns directly to the school-based leadership. 10. Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures. 11. Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity. 12. Utilize the electronic management system to generate IEP documents. 13. Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida. 14. Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. 15. Review current developments, literature and technical sources of information related to job responsibilities. 16. Ensure adherence to safety rules and procedures. 17. Follow federal and state, as well as School Board policies. 18. Perform other duties as assigned by the school principal.
Whitworth-Barner, Ayanna	Assistant Principal	<p>The Assistant School Principal will effectively execute the performance responsibilities by demonstrating the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.</p>
<p>Jackson, Kuristan</p>	<p>SAC Member</p>	<p>SAC chair. Oversees the School Improvement Plan. Facilitate the monthly meetings</p>
<p>Barber, Tiffani</p>		<p>The Teacher shall:</p> <ol style="list-style-type: none"> 1. ASSESSMENT use assessment strategies (traditional and alternative) which are aligned with the curriculum and standards to assist in the continuous development of the learner. 2. COMMUNICATION use effective communication techniques with students, parents, and all other stakeholders. 3. CONTINUOUS IMPROVEMENT engage in planned continuous professional quality improvement for self and school. 4. CRITICAL THINKING use appropriate techniques and strategies which promote and enhance critical, creative, and evaluate thinking capabilities of students. 5. DIVERSITY use appropriate instructional strategies and materials that reflect each student's culture, learning styles, special needs, and socio-economic background. 6. ETHICS AND REGULATIONS fulfill the terms of any affected written contract and adhere to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and assist in the enforcement of all federal, state and district board regulations. 7. HUMAN DEVELOPMENT AND LEARNING use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students. 8. KNOWLEDGE SUBJECT MATTER demonstrate knowledge and understanding of the subject matter. 9. LEARNING ENVIRONMENTS establish a classroom management system that maintains appropriate discipline and creates a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation. 10. PLANNING plan, align, implement, and evaluate effective instruction and assessment in a variety of learning environments. 11. ROLE OF THE TEACHER work with peers, parents, community, and other stakeholders in the continuous improvement of the educational experiences of students. 12. TECHNOLOGY integrate appropriate technology in teaching and learning

Name	Position Title	Job Duties and Responsibilities
		<p>processes.</p> <p>13. ESOL REQUIREMENT complete the training and obtain the endorsement outlined in State Board of Education rules and/or guidelines if assigned limited English proficient (LEP) students.</p> <p>14. RECORD KEEPING keep school records and prepare and submit such reports as may be required by law, by regulations of the state board or school district.</p> <p>15. PROPERTY account for all other school property (keys, records, reports, personal computers, etc.) to the principal of the school or to the Superintendent as may be prescribed by regulations of the state board and of</p> <p>16. ADDITIONAL RESPONSIBILITIES a. perform and promote all activities in compliance with equal employment and nondiscrimination policies. b. ensure adherence to good safety procedures. c. follow federal and state laws, as well as School Board policies.</p> <p>d. perform other duties as assigned by the principal.</p>

Stakeholder Involvement and SIP Development

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

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

There are several processes in place that provides an opportunity for our school leadership team, teachers and school staff, parents, students, families and businesses, which include, but are not limited to, parent and family engagement events, parent workshop events, student and parent orientations, parent conferences, faculty and staff meetings, electronic and paper customer service services, and our input box in the parent and family resource center located near registration. Stakeholders are involved in the School Improvement plan process, all are provided agendas and allowed to provide input regarding the development of plans during School Advisory Council (SAC) meetings.

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 core departments meet monthly to discuss the effectiveness of strategies used and implemented by teachers to achieve academic proficiency. The SIP team and department chairs meet quarterly to collaborate to address the needs of students and ensure proper implementation of intervention and strategies provided by classroom teachers. The school will revise the plan as necessary to ensure continuous improvement by matching research/evidence-based instructional and intervention strategies and supports to student needs in an informed, ongoing approach for planning, implementing, and evaluating the effectiveness of instruction, curricular supports, and interventions. During monthly SAC meetings all stakeholders are involved in the monitoring process.

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	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) 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	70	104	88	262
One or more suspensions	0	0	0	0	0	0	90	84	76	250
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	5	2	15	22
Course failure in Math	0	0	0	0	0	0	28	22	15	65
Level 1 on statewide ELA assessment	0	0	0	0	0	0	110	98	87	295
Level 1 on statewide Math assessment	0	0	0	0	0	0	71	112	93	276
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	1	2	3

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	112	132	113	357

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	40	40
Students retained two or more times	0	0	0	0	0	0	2	1	36	39

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							193	215	231	639
One or more suspensions							6	9	5	20
Course failure in ELA							0	0	4	4
Course failure in Math							0	0	3	3
Level 1 on statewide ELA assessment							67	96	115	278
Level 1 on statewide Math assessment							71	127	91	289
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.							124	151	189	464
							0	0	0	0

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	26	29	37	92

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	29	15	27	71
Students retained two or more times	0	0	0	0	0	0	2	1	2	5

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	193	215	231	639
One or more suspensions	0	0	0	0	0	0	6	9	5	20
Course failure in ELA	0	0	0	0	0	0	0	0	4	4
Course failure in Math	0	0	0	0	0	0	0	0	3	3
Level 1 on statewide ELA assessment	0	0	0	0	0	0	67	96	115	278
Level 1 on statewide Math assessment	0	0	0	0	0	0	71	127	91	289
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	124	151	189	464
	0	0	0	0	0	0	0	0	0	0

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	26	29	37	92

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	29	15	27	71
Students retained two or more times	0	0	0	0	0	0	2	1	2	5

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*	38	53	49	37	54	50	37		
ELA Learning Gains				43			36		
ELA Lowest 25th Percentile				36			23		
Math Achievement*	38	56	56	32	41	36	26		
Math Learning Gains				47			18		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				44			22		
Science Achievement*	38	50	49	44	52	53	40		
Social Studies Achievement*	58	67	68	64	63	58	44		
Middle School Acceleration	73	70	73	77	51	49	63		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	33	42	40	32	74	76	30		

* 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	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	278
Total Components for the Federal Index	6
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	10
Percent Tested	97

2021-22 ESSA Federal Index	
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	23	Yes	4	1
ELL	41			
AMI				
ASN				
BLK	46			
HSP	48			
MUL				
PAC				
WHT				
FRL	45			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	3	
ELL	44			
AMI				
ASN				
BLK	45			
HSP	61			
MUL				
PAC				
WHT				
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	38			38			38	58	73			33
SWD	20			21			20	30			4	
ELL	31			37			32	47	64		6	33
AMI												
ASN												
BLK	38			38			37	57	77		6	28
HSP	35			40			50	60	54		5	
MUL												
PAC												
WHT												
FRL	36			37			37	57	71		6	33

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	37	43	36	32	47	44	44	64	77			32
SWD	17	33	27	18	49	53	17	43				
ELL	34	44	34	28	45	49	31	67	76			32
AMI												
ASN												
BLK	35	42	36	30	45	44	43	63	77			39
HSP	57	54		49	64		54	88				
MUL												
PAC												
WHT												
FRL	35	42	38	30	44	42	44	65	78			35

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	37	36	23	26	18	22	40	44	63			30
SWD	16	22	19	11	19	31	10	24				
ELL	34	35	23	29	16	7	42	45	62			30
AMI												
ASN												
BLK	36	34	22	26	17	21	39	43	63			26
HSP	52	52		36	21		50		62			
MUL												
PAC												
WHT	70	80		40	50							
FRL	34	35	22	23	17	22	35	42	57			36

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	33%	49%	-16%	47%	-14%
08	2023 - Spring	43%	49%	-6%	47%	-4%
06	2023 - Spring	26%	50%	-24%	47%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	34%	54%	-20%	54%	-20%
07	2023 - Spring	25%	51%	-26%	48%	-23%
08	2023 - Spring	33%	46%	-13%	55%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	28%	38%	-10%	44%	-16%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	82%	48%	34%	50%	32%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	46%	54%	48%	52%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	97%	63%	34%	63%	34%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	64%	-11%	66%	-13%

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.

According to data, Science showed the lowest performance from the 2022 to 2023 academic year. Contributing factors to last year's low performance include a gap in literacy. 65% of our students are not proficient in this area therefore there was a 2% decrease literacy.

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

Our Science scores showed the greatest decline from the 2022 to 2023 academic year. We assessed the decline to the following contributing factors: Class size, the number of teachers allotted to teach the course, and the decline of the amount of proficient readers.

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

Science scores showed the greatest gap (-21%) when compared to the state average. We assessed that the gap due to the following contributing factors: class size, staffing barriers, and low reading proficiency.

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

Our Biology scores the showed the most improvement producing 19% increase in the number of proficient students. We assessed this increase to proper scheduling and instructional practices and support from the instructor and Science Coach.

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

We have identified the number of students with 10 or more absences and the number of students who are not proficient in ELA and Math as areas of concern.

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

Admin removing Instructional Barriers, Increase rigor and instructional delivery, Infusing reading and writing in all content areas, Increase in progress monitoring, Establishing effecting routines and procedures.

Area of Focus

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

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

ESSA SWD Subgroup 2022-23 achievement data shows a 1% decline in proficiency as measured on the FAST ELA PM data @ 16% from 17% (2021-2022). This is due to persistent achievement gaps in language comprehension and word recognition from 5th grade. Students, 77%, demonstrated marginal gains (less than 4 to 6 points) from FAST PM 2 to PM 3 and remained at level 1, while only 6% demonstrated proficiency.

Measurable Outcome:

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

By June 2024, the SWD ESSA Subgroup will increase proficiency on the ELA FAST PM 3 exams by 4% from 16% (22-23).

Monitoring:

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

Monitoring will take place with progressive assessments (diagnostic, mid-year PM2/ BSA, end of year PM3 exams using formative school-based assessments on platforms such as HMH Growth Assessments, SAVVAS cumulative topic and unit exams, and the state ELA FAST PM exams.

Person responsible for monitoring outcome:

Kamesha Butler (kamesha.butler@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.)

Evidence based interventions include multi-tier supports during classroom instruction, intensive reading support using System 44 and Read 180, and ESSR support for targeted students through out the year based on current and relevant data collected on a 4, 6 and 8 week instructional cycle. Extended learning opportunities will also be provided at flexible times throughout the school year.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

ESSA students are also in the Rtl tiered support process and receive response for intervention instruction in reading. Implementing the intensive reading curriculum, providing one-on-one and small group pull-outs/push-ins, and targeting extended learning opportunities provides these students with year-round support with the goal of seeing 1 or more years of growth.

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. The Academic coach and department chair meet weekly to develop the IFC for week.
2. Teachers will work through the IFC to develop the path of the PLC.

3. The Academic coach will infuse the necessary professional development through monthly PD planning.
4. Each grade level PLC meets bi-weekly to plan standards-based lesson plans and create remediation and enrichment cycles for each unit of study for small group push-ins and pull-outs with students.
5. The IFCs will be monitored by administrators via classroom walk-throughs and Learning Walks utilizing the content area Instructional Practice Guide.
6. Common Formative Assessments will be created and administered as a part of the curriculum cycle to assess standards mastery.
7. Extended learning opportunities will also be provided for identified students at flexible times throughout the school year.

Person Responsible: Ayanna Whitworth-Barner (ayanna.whitworth-barner@browardschools.com)

By When: Ongoing throughout the school year

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

Area of Focus Description and Rationale:

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

Based on the warning indicators for students with chronic attendance issues, low achievement and history of 3rd grade retentions, this subgroup demonstrated a greater need for support services that include, but are not limited to Rtl, research electives, leadership electives, ELO, mentoring and counseling supports and Life Skills and Wellness instruction.

Measurable Outcome:

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

By June 2024, ESSA students with %10 or more absences will decrease by 3 percent.

ESSA students will receive targeted academic support such as research electives, ELO, mentoring and counseling, and Life skills and wellness instruction to decrease retention by 3%.

Monitoring:

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

ESSA students with early warning indicators will be monitored by the ESLS/ RTI coordinator and specialist using the EDPlan tool and the BASIS data input tool. Student progress will also be tracked using logs kept by Guidance and School Social Workers.

Person responsible for monitoring outcome:

Lashonne McIntyre-Oliver (lashonne.mcintyreoliver@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.)

Rtl/ Multi-tiered support system and PBIS (positive behavior intervention system) will be implemented

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

RTI and PBIS are school-wide initiatives and can and will be integrated into daily instructional strategies, behavior redirection strategies, de-escalation strategies, and monitoring systems that allow stakeholders to collaborate to improve student outcomes

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. Identify and address the factors that are leading to students' attendance barriers.
2. Monitor students' attendance data monthly via Pinnacle.
3. Recognize students' good, improved and perfect attendance quarterly.
4. Engage students and families to motivate student attendance.

5. Provide parents with family-friendly information and assistance in accessing community resources and services.

Person Responsible: Kamesha Butler (kamesha.butler@browardschools.com)

By When: Ongoing throughout the school year.

#3. 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.

2022-23 data demonstrated a significant decrease in ELA learning gains for proficiency and the lowest 25%. The goal was to raise achievement for students in both categories by focusing on school-wide literacy.

Measurable Outcome:

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

Goal: By May 2024, the number of proficient students in 6th, 7th and 8th grades will increase by 3% as measured by FAST (PM2 - PM3), and 5% as measured by HMM Growth Measure (PM 2 - PM3)

Monitoring:

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

Quarterly data chats to disaggregate Progress Monitoring (1-3), HMM diagnostics ,RI & PI growth measurement assessments, bi-monthly professional learning opportunities to collaborate, analyze data to determine the best response for improvement (such as instructional strategies, student needs, etc.)

Person responsible for monitoring outcome:

Ayanna Whitworth-Barner (ayanna.whitworth-barner@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.)

Small group, pull-outs with ESE and ESSER staff during Reading classes, use of System 44 and Read 180 reading curriculum, implementation of PBL and novel studies for all students, use of enrichment programs and extended learning opportunities throughout the school year.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This applies one-on-one support, small group (including subgroups) determined by achievement data. Data driven instruction for all students in whole class, pull out and small group setting.

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. Extended Learning Opportunities
2. Implementation of stations and small group instruction
3. Offer extra support through classroom pull out

Person Responsible: Ayanna Whitworth-Barner (ayanna.whitworth-barner@browardschools.com)

By When: By; May 2024

CSI, TSI and ATSI Resource Review

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

Funding requests are brought by the school staff to the School Advisory Council (SAC) meetings and discussed. Rationale for the requests and supports are provided at the meeting. Then, the SAC has an open discussion on the requests. Voting to approve or deny the funding requests is made at the meeting.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage* where the SIP is made publicly available.

Our school provides each parent with a Parent Information Letter. This letter informs parents with specific instruction on where and how to locate our WDMS SIP. Flyers and Robo calls are provided to students and parents 10 days in advance. Information is provided and distributed during School Advisory Council meetings.

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))

To fulfill the school's mission, WDMS uses our Title 1 Family Engagement nights, PTSA, SAC & SAF meetings as tools to build positive relationships with parents, families, and other community stakeholders.

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)

WDMS has analyzed current FAST and EOC data and used master scheduling as a tool to identify and strategically schedule students who displayed the ability to benefit from accelerated courses and curriculum.

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))

We have food and nutrition programs for our parents and our surrounding community via Feeding South Florida. In addition, we offer After-school programming through the Urban League of Broward County which offers programming for academic enrichment, social development, teen violence prevention, and additional social and community services.

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))

Counseling and school social work support is offered to students and available to them and their families. Administration informs parents and families during assemblies, orientations, conferences, and parent engagement events, via parent link, school website, and flyers sent home via backpack which services we offer, where to go to receive services, or inform stakeholders of the available supports in multiple languages.

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))

Students on a high school credit trajectory are invited to participate in an information session to ensure the track of instruction is followed with fidelity and efficiency. WDMS students in the Magnet program and additional electives are offered programs such as Pre-Med, Pre-Law, and certification in Microsoft office apps.

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).

School-wide implementation of the PBIS program which is rolled out at the beginning of the school year and sustained throughout the school year providing mentoring and small group collaboration, incentives from teachers and administration, rewards from staff, and use of life skills and wellness instruction.

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))

Weekly, bi-weekly, and monthly professional development for content area teachers, grade level groups, whole faculty, and whole staff are conducted throughout the school year. Quarterly data chats are calendared and aligned to district-provided pacing guides and school-wide testing calendars. Curriculum leadership convenes for data dives monthly to review school-wide data and action steps to address learning and teaching gaps.

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))

WDMS works with feeder schools and other elementary schools with transition support during and after matriculation.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No