Broward County Public Schools

Nova Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Nova Middle School

3602 COLLEGE AVE, Davie, FL 33314

[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.

The mission of Nova Middle School is to train pre-service and experienced educators to teach our culturally diverse student population to be literate, productive citizens, using a seamless K-12 curriculum, in collaboration with parents, the community, and partners in higher education.

Provide the school's vision statement.

The Vision of Nova Middle School is to prepare students to graduate College and Career Ready by providing students with the opportunity to enroll in various courses that facilitate 21st century learning and allows each student to participate in Project Based Learning to gain real world experience.

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
Garranchan, Rayner	Principal	Analyzes Data for each grade level to identify areas of concerns. Creates achievable vision and goal for both students and teachers to strive to achieve. Meets with assistant principals to address school concerns and student achievement. Also meets monthly with Leadership team to address needs by department. Collaborates with school staff to host parent nights for parents, stakeholders and community members. Creates different opportunities for teachers to take part in district training opportunities to increase teacher pedagogy.
Woehr, Cassandra	Assistant Principal	Monitors instruction within the assigned departments to increase student achievements. Conducts observations on teachers to monitor instruction. Facilitate Students Discipline for 6th grade
Johnkins, Melissa	Assistant Principal	Monitors instruction within the assigned departments to increase student achievements. Conducts observations on teachers to monitor instruction. Facilitate Students Discipline for 7th grade.
Jones, Andre	Assistant Principal	Monitors instruction within the assigned departments to increase student achievements. Conducts observations on teachers to monitor instruction. Facilitate Students Discipline for 8th grade.
Wilson, Dierdre	School Counselor	8th Grade guidance counselor Meets with individual students to address student conflicts and behavior and participates in RTI interventions for 8th grade.
Erie, Brenda	School Counselor	7th Grade guidance counselor and Guidance Director Meets with individual students to address student conflicts and behavior and participates in RTI interventions for 7th grade
Beason, Dedrian	School Counselor	6th Grade guidance counselor and Guidance Director Meets with individual students to address student conflicts and behavior and participates in RTI interventions for 8th grade
Jones, Wanda	Teacher, K-12	Head of the elective department. Facilitates PLC's with teachers on a bimonthly basis to collaborate with administration to increase student achievement. Also meets with teachers for monthly department meetings to disseminate information from leadership meetings.

Name	Position Title	Job Duties and Responsibilities
Renton-Murray, Nicole	Other	Meets with individual students to address student conflicts and behavior and academic intervention and participates in RTI interventions for 6th, 7th, 8th grade.
Rezende, Juliet	Reading Coach	Literacy Coach and Department chair of the Reading department. Facilitates PLC's with teachers on a bimonthly basis to collaborate with administration to increase student achievement. Also meets with teachers for monthly department meetings to disseminate information from leadership meetings.
Morales, Ana	Math Coach	Math Coach and Co-Department chair of the Math department. Facilitates PLC's with teachers on a bimonthly basis to collaborate with administration to increase student achievement. Also meets with teachers for monthly department meetings to disseminate information from leadership meetings.
Lopez, Kiesha	Instructional Media	Media Specialist and Co-Department chair of the ELA department. Facilitates PLC's with teachers on a bimonthly basis to collaborate with administration to increase student achievement. Also meets with teachers for monthly department meetings to disseminate information from leadership meetings.
Gonzalez, Javier	SAC Member	SAC Chair and Co-Department chair of the Math department. Facilitates PLC's with teachers on a bimonthly basis to collaborate with administration to increase student achievement. Also meets with teachers for monthly department meetings to disseminate information from leadership meetings.
Thompson, Kendra	Teacher, K-12	Department chair of the Social Studies department. Facilitates PLC's with teachers on a bimonthly basis to collaborate with administration to increase student achievement. Also meets with teachers for monthly department meetings to disseminate information from leadership meetings.
Leverette, Jaylen	Teacher, K-12	Department chair of the Science department. Facilitates PLC's with teachers on a bimonthly basis to collaborate with administration to increase student achievement. Also meets with teachers for monthly department meetings to disseminate information from leadership meetings.

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.

All stakeholders participate in building the School Improvement Plan in a number of different ways. First, the school leadership team works with school leadership and staff to create and work on the initial part of the plan. Following the creation of the plan, all stakeholders are invited to participate in creating and developing the School Improvement Plan through School Advisory Council. The School Advisory Council consists of community members, parents from a number of different groups (SWD, ELL, and Gifted), as well as, parents from a variety of different backgrounds. Teachers, staff, and school leadership are all part of the School Advisory Council. The team works together to create the School Improvement Plan by looking at data, discussing student growth, and ensuring that all stakeholders have a say in the development of the plan.

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 School Improvement Plan will be regularly monitored for effective implementation and impact on increasing student achievement through our monthly School Advisory Council meetings. These meetings will include all stakeholders. During these meetings, we will discuss what we are doing to meet student needs and how it applies to the School Improvement Plan. Based on ongoing data and discussions we will readdress or revise the School Improvement Plan as needed during the monthly SAC meetings to ensure we are best meeting the needs of our students.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	88%
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: B

	2019-20: B
	2018-19: B
	2017-18: A
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	92	101	125	318
One or more suspensions	0	0	0	0	0	0	104	61	104	269
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	48	51	26	125
Course failure in Math	0	0	0	0	0	0	35	47	24	106
Level 1 on statewide ELA assessment	0	0	0	0	0	0	94	134	103	331
Level 1 on statewide Math assessment	0	0	0	0	0	0	81	86	73	240
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	24	20	44

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	108	142	113	363

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	18	8	34	60
Students retained two or more times	0	0	0	0	0	0	18	11	36	65

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	92	115	90	297
One or more suspensions	0	0	0	0	0	0	85	124	84	293
Course failure in ELA	0	0	0	0	0	0	45	39	36	120
Course failure in Math	0	0	0	0	0	0	36	52	50	138
Level 1 on statewide ELA assessment	0	0	0	0	0	0	83	113	87	283
Level 1 on statewide Math assessment	0	0	0	0	0	0	94	119	118	331
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	59	52	27	138

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	145	155	121	421

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	15	16	30	61
Students retained two or more times	0	0	0	0	0	0	5	8	15	28

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	92	115	90	297
One or more suspensions	0	0	0	0	0	0	85	124	84	293
Course failure in ELA	0	0	0	0	0	0	45	39	36	120
Course failure in Math	0	0	0	0	0	0	36	52	50	138
Level 1 on statewide ELA assessment	0	0	0	0	0	0	83	113	87	283
Level 1 on statewide Math assessment	0	0	0	0	0	0	94	119	118	331
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	59	52	27	138

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	145	155	121	421

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	0	0	0	0	0	15	16	30	61
Students retained two or more times	0	0	0	0	0	0	5	8	15	28

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*	53	53	49	56	54	50	53		
ELA Learning Gains				59			42		
ELA Lowest 25th Percentile				46			25		
Math Achievement*	57	56	56	53	41	36	44		
Math Learning Gains				68			23		
Math Lowest 25th Percentile				56			14		
Science Achievement*	41	50	49	44	52	53	43		
Social Studies Achievement*	57	67	68	56	63	58	65		
Middle School Acceleration	69	70	73	77	51	49	59		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	36	42	40	36	74	76	63		

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	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	313
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	551
Total Components for the Federal Index	10
Percent Tested	99
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	36	Yes	4	
ELL	35	Yes	1	
AMI				
ASN	84			
BLK	46			
HSP	66			
MUL	59			
PAC				
WHT	64			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	48			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	3	
ELL	47			
AMI				
ASN	74			
BLK	52			
HSP	60			
MUL	73			
PAC				
WHT	66			
FRL	51			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	53			57			41	57	69			36
SWD	27			29			23	32	68		5	
ELL	33			47			12	33	50		6	36
AMI												
ASN	79			88			88	78	85		5	
BLK	44			49			29	50	60		5	
HSP	66			67			51	65	81		5	
MUL	63			55			27	91			4	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	59			65			60	68	68		5	
FRL	44			50			33	48	65		5	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	56	59	46	53	68	56	44	56	77			36
SWD	20	42	38	22	54	45	14	26	69			
ELL	40	51	42	50	69	49	24	33	76			36
AMI												
ASN	76	72	55	84	86		56	74	91			
BLK	49	55	46	43	64	57	34	50	72			
HSP	63	62	43	62	71	53	46	65	75			
MUL	75	77		70	67		85	58	81			
PAC												
WHT	67	62	50	68	73	59	63	64	85			
FRL	50	56	45	46	65	55	35	51	73			36

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	53	42	25	44	23	14	43	65	59			63
SWD	16	23	17	24	20	18	23	35	50			
ELL	42	39	26	47	27	21	36	61	54			63
AMI												
ASN	71	64	8	73	34		62	74	87			
BLK	45	37	23	32	18	11	29	57	45			
HSP	59	48	33	55	30	28	61	67	64			69
MUL	72	50		65	32		64	79	77			
PAC												
WHT	64	41	35	56	23	18	58	88	66			
FRL	48	39	25	38	20	11	38	59	54			67

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	46%	49%	-3%	47%	-1%
08	2023 - Spring	54%	49%	5%	47%	7%
06	2023 - Spring	54%	50%	4%	47%	7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	61%	54%	7%	54%	7%
07	2023 - Spring	55%	51%	4%	48%	7%
08	2023 - Spring	42%	46%	-4%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	27%	38%	-11%	44%	-17%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	48%	39%	50%	37%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	86%	46%	40%	48%	38%

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	57%	64%	-7%	66%	-9%

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 that showed the lowest performance for the 2021 - 2022 school year was students with disabilities. Based on the 21 - 22 FSA data 22% of SWD students scored proficient on the ELA FSA and 19% scored proficient on the 21 - 22 Math FSA. There is a trend for the lowest quartile in ELA and Math not making significant gains.

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

The Data component that showed the greatest need for improvement was the students with disabilities. Last year was the first year that we were back in school since the pandemic, Nova Middle provided several programs to support students such as our SSSI tutoring program, YPP, and Success Maker Math incentive program.

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 that showed the greatest need for improvement was the students with disabilities. Nova Middle provided several programs to support students such as our in school Math support program, Project Based Learning courses that support our lowest quartile students. Students who were identified as fragile also received support from Language Arts pull outs with the Reading Coach during the day.

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

According to the Data components of the state assessments, Math, ELA, and Science all showed gains compared to the 2021 data. This can be attributed to the supports that were provided last year, since it was our first year fully in person.

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

Reflecting from the EWS data from Part 1, an area of concern is our student achievement for our students with disabilities.

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

Our highest priority for school improvement and student achievement for the upcoming school year is to increase achievement in learning gains for students with disabilities.

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.

By May 2024 Achievement Data in Math, ELA, and Science for students with disabilities who scored a 3 or above on the FSA will increase by at least 5%. To determine if the students are mastering these standards Data needs to gathered in the beginning of each Unit/Section to analyze where the students understanding of the standards are. This will given through teacher given materials such as savvas success maker, and into literature Teachers will collect and Analyze the Data. Using the Data teachers will collaborate in PLC's and create effective lesson plans using district resources. At the end of the Unit Teachers will give a post test and will record, analyze, and compare the data with the pretest. This will allow the teachers to identify any gaps that may be addressed through one on one pull outs, or additional remediation and enrichment.

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

By May 2024 Achievement Data in Math, ELA, and Science for students with disabilities who scored a 3 or above on the FSA will increase by at least 5%.

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

In order to raise the lowest quartile proficiency scores within the school Nova Middle School will be using data cycles in order to monitor students performance and mastery of the standards.

Person responsible for monitoring outcome:

Andre Jones (andre.jones@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.)

In order to raise the lowest quartile proficiency scores within the school Nova Middle School will be using data cycles in order to monitor students performance and mastery of the standards.

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

To determine if the students are mastering these standards Data needs to gathered in the beginning of each Unit/Section to analyze where the students understanding of the standards are. This will given through teacher given materials such as savvas success maker, and into literature Teachers will collect and Analyze the Data. Using the Data teachers will collaborate in PLC's and create effective lesson plans using district resources. At the end of the Unit Teachers will give a post test and will record, analyze, and compare the data with the pretest. This will allow the teachers to identify any gaps that may be addressed through one on one pull outs, or additional remediation and enrichment.

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.

Teacher, support facilitator, administration, students will engage in academic chats quarterly to drive instruction for individual student needs.

Person Responsible: Melissa Johnkins (melissa.johnkins@browardschools.com)

By When: By May 2024, 100% of instructional will be effectively trained on how to implement their accommodation for students with disability to promote academic success.

Bi-weekly data chats between the support facilitator and the ELA teacher regarding student progress with district CFA.

Person Responsible: Juliet Rezende (juliet.rezende@browardschools.com)

By When: By May 2024, the students at a level 3 and above will increase from 28% to 33% proficient.

#2. Positive Culture and Environment specifically relating to Other

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.

It is imperative to promote collaboration with all stakeholders to promote a positive school culture and environment. Nova Middle School conducts 5-6 parental informational and collaborative events every year. The events were well received; however, we have not solicited feedback from the stakeholders after these events on how improve on building a positive culture and environment. We will conduct surveys after each event with a goal of collecting 50% submission of the total stakeholders in attendance and use the information gathered to dismiss any negative perceptions of Nova Middle School.

Administration will continue to promote positive interactions amongst the staff to foster a culture of collaboration, inspiration, and growth.

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

By May 2024, 60% of parents who complete the annual customer survey will indicate that they have had positive interactions with the school and believe that Nova Middle School.

My May 2024, 80% of staff members who complete the annual customer survey will indicate that our school has promoted positive staff interaction and promoted a culture that is supportive, inspiring, and attentive.

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

Conferences, emails, surveys, and informal discussions will be used as data to determine if progress is taking placed towards the goal.

Person responsible for monitoring outcome:

Rayner Garranchan (rayner.garranchan@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.)

By November 2023, a parent / staff survey for positive culture distributed through Microsoft forms to gather stakeholder perception to aide admin with promoting a positive school culture and learning environment.

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

To promote school wide culture. By giving the survey to all stakeholders, targeted information and topics will be pulled so that administration will able to create detailed professional development session addressing the needs of the school to aide in the increase of school collaboration and culture. This will intern aide in the increase of student achievement in all needed areas.

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.

Promoting 75% of the staff members to join the staff social group, sunshine club.

Person Responsible: Rayner Garranchan (rayner.garranchan@browardschools.com)

By When: By October of 2023, we will have 75% or more to be sunshine club members.

#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.

Increase reading comprehension by May 2024 - Achievement Data in ELA, who scored a level 5 or above will increase by at least 5%.

Using the approved curriculum, teachers will collect and analyze data for both progress monitoring tests and teacher created tests. Teacher will meet in PLC's to collaborate and identify information to target additional remediation and enrichment opportunities.

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

By the end of May 2024, the percentage of students scoring proficient or higher will increase from 43% to 48% as measured by the FAST progress monitoring tests.

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

The area of focus will be monitored by the Progress Monitoring FAST tests, PM1, PM2, PM3 and the growth measure tests provided by the HMH curriculum.

Person responsible for monitoring outcome:

Cassandra Woehr (cassandra.woehr@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.)

- Data collection of selection tests from the state approved curriculum
- Benchmark assessments
- Unit Tests
- Mid and Final FAST Progress Monitoring Tests - PM1 & PM2
- Lesson Study via PLC's and Data Cycle Analysis

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

To determine if the students are mastering these standards, data needs to gathered in the beginning of each Unit/Section to analyze where the students understanding of the standards are. This will be through teacher given materials such as HMH, and into literature curriculum. Teachers will collect and analyze the data. Using the data, teachers will collaborate in PLC's and create effective lesson plans using district resources. At the end of the Unit, teachers will give a post test and will record, analyze, and compare the data with the pretest. This will allow the teachers to identify any gaps that may be addressed through one on one pull outs, or additional remediation and enrichment.

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) Teachers will assess students after the completion of the first collection unit.
2) Teachers will analyze data after student tests and target any area needing improvement.
3) Remediate or enrich as needed.

Person Responsible: Cassandra Woehr (cassandra.woehr@browardschools.com)

By When: By May 2024, the students at a level 3 and above will increase to at least 48% proficient.

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).

When we are provided with funds for school improvement, we follow a district-wide process to purchase materials to provide interventions and activities within the SIP. First, we research materials or programs that are research-based and will have the most impact on our students. When we have a suggested way to use the funds or purchase materials we then bring the rationale, cost, and examples to our School Advisory Committee to oversee, discuss, and determine if these resources would truly benefit our students and impact student achievement. At the following meeting, we then have our School Advisory Committee vote on whether or not we should use the funds to purchase the interventions or activities. As long as the meeting has quorum we are able to vote on how to use the funds.

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 Improvement Plan is shared in a number of ways with our parents and stakeholders. First, the plan is posted on our school website and linked through the website. Parents can see changes as they happen since it is a live and working document. Second, a copy of the School Improvement Plan is also placed in the front office for any parent who doesn't have access to the internet. Finally, the School Improvement Plan is discussed and reviewed at the monthly School Advisory Council meetings. These meetings are open to all parents and community stakeholders.

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))

The school has a number of plans in place to build positive relationships with parents and families. First, we have an active and supportive PTA that welcomes all parents and families into volunteering and supporting our school. We also have monthly family nights where teachers can showcase student work, parent resources, and student resources. We also invite the parents in for the honor roll assemblies, student awards, and other student events. Letters and materials are disseminated in the student's preferred language and all parents are welcome to attend the School Advisory Committee meetings.

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

We plan to implement a quarterly school-wide writing initiative, including elective classes. We also do a weekly school-wide word-of-the-day program. Through our department PLC's, teachers will discuss student data and share their BEST instructional practices. We also have a Math weekly "Hammer the Math" competition.

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))

Our School Improvement Plan is developed in coordination with all other Federal, State, and local services and programs through the support of our Title I District Office and School Improvement District Office. Our School Improvement Plan focuses on student achievement and growth by including our Attendance Plan, SEL Plan, BPIE, and more. It also includes our Title I plan which focuses on student resources and student growth.

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))

The school ensures that counseling, school-based mental health services, support services, mentoring services, and more through our school counseling office, guidance counselors, and support staff. The guidance staff creates and follows a school counseling plan to ensure all students get the support they need. Teachers are also trained in SEL and provide opportunities in their classrooms to learn social-emotional skills.

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))

We are preparing students for career and technical education programs when they arrive at their prospective high schools. We do offer some introductory classes to broaden their scope of knowledge so

they are more prepared for when they enter high school. These courses include technology, Rockets, Riddles, and Robots, and a Microsoft Certification course.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The school utilizes the RtI process (Response to Intervention) in order to address problem behavior and early intervention services. Teachers work with guidance counselors and support staff to provide interventions in order to determine strengths and weaknesses, as well as, what needs to be in place for students to learn and grow. If necessary the school psychologist will test students to determine if they are eligible for ESE services. RtI is a three-tiered system that ensures students are monitored and supported throughout their education. Our school also utilizes the School Wide Positive Behavior Plan to recognize and reward students who are exhibiting good behavior in classes and on campus.

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))

Professional learning opportunities are offered to all teachers and staff on an ongoing basis throughout the school year on campus and through district departments. Teachers participate in weekly PLCs with teachers from their department and grade level. These PLCs allow teachers to use data and common formative assessments to drive instruction, plan for enrichment, and plan for remediation. Teachers are also able to take classes virtually and in person from district personnel who are the experts in their field. This ongoing learning is used to ensure that teachers and staff have what is necessary to be successful in their classrooms.

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