Coral Springs Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Coral Springs Middle School

10300 WILES RD, Coral Springs, FL 33076

[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 Coral Springs Middle school is to educate our students to succeed in tomorrow's world.

Provide the school's vision statement.

The vision of Coral Springs Middle is focused on providing every student with rigorous, relevant, and enriching experiences that allow students to reach their maximum potential and prepare them for high school and beyond.

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
Argent, David	Assistant Principal	Job duties and responsibilities include overseeing ESE, Electives, Support Staff: Cafeteria, Facilities, ESE, Paraprofessionals, 7th grade Administrator, Activities/ Athletics, Facilities/SMART Bond Initiative & Renovations, ESOL, Property & Inventory, Matriculation from 6th grade, Announcements, Bullying/Child Abuse/ JDC, BTAs, Clinic, Community School, Custodial- Facility work orders, upkeep, schedules, required reports, annual inspection, and budget, CSTAG compliance, Food Services/Liaison, IDs/Staff and Student Pictures, Internal Suspension (Life Skills Lab) behavior, Immunizations, Leases, Parent Links, Partners/Volunteers, PTA/SAF/SAC, Staff Handbook & Faculty Trainings, Transportation
Matthews, Roxana	Assistant Principal	Job duties and responsibilities include being 2nd in Command and overseeing ELA, Reading, Social Studies, and Guidance, Support Staff: Security & Clerical, 8th grade Administrator, 504 Plans, Professional Development, Master Schedule/All bell schedules, Matriculation to High School, Activity Calendar, Course Recovery, Data Analysis- Data Chats, End of Year 8th grade activities, FSSAT, Kids of Character, Certification, Waivers/Framework/FTE, Interim Reports Positive Behavior Plan, Pre-Planning Week, Safety Plan-security, drills, maps, evacuation, dismissal, school radios, Supervision, Schedule Pickup Plan, Student Registration, Student Incentives- Honor Roll, Life Skills and Wellness Lab Plan/Implementation, Teacher Appreciation Week, Testing, TOY and EOY
Baker, Donna	Assistant Principal	Job duties and responsibilities include overseeing Science, Math and Innovative Learning, 6th grade Matriculation from Elementary, Cambridge, Code of Conduct, Data analysis- Data Chats, Dual Language, ELO Opportunities, Grants, Health Screenings, Open House, MTL/5000 role models, Monthly Heritage Activities, Recruitment, SIP, Student Agendas, Student Incentives- Honor Roll, Surveys, Stallion Stampede, Take Your Child To Work Day, Technology- Pinnacle, Outlook, Integration, Purchases and Website, Textbooks and Media, TIER Program, New Teachers, Title I
Slesinski, Jill	Principal	Principal oversees administrative team and their respective duties as well as the safety and security of the campus.

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.

Our School Advisory Council meets monthly to discuss student progress as it relates to our SIP goals and provide input on next steps. Our stakeholders include: ARMBRISTER, TAMIKO ESE Rep BEANEY, NICOLE SAC Secretary, CRAWFORD, CHRIS Community Rep CUMBERBATCH, NICOLE Parent Rep SLESINSKI, JILL, Principal GORDON, ERICA Gifted Rep HILMERS, MARIELLE ESOL Rep LOCKE, ABBA BTU Steward OPTHOF, BETTANIA SAC Chair PARISIEN, PEDLY ESOL Rep REYNOLDS, KEITH Non-instructional DIEDRICK, VENUS SAF-DESIGNEE DIEDRICK, VENUS IZ Rep

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))

In the areas of ELA and Mathematics, the FAST will serve as a progress monitoring tool in addition to Common Formative Assessments (CFA), and teacher generated classroom formative assessments. In the area of Social Studies and Science, the progress mentoring process will include a diagnostic, three CFAs, and a summative assessment in May 2024.The Civics courses will administer District generated assessments during quarter one and quarter two. The BSA will be given in January, and the EOC will be the final summative assessment, given in May 2024. Biology, Algebra, and Geometry will follow a similar process with the administration of a diagnostic, CFAs, and EOCs in May 2024. Collaboration within our PLCs will dictate remediation strategies and provide next steps in instruction.

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	No
2022-23 Minority Rate	72%
2022-23 Economically Disadvantaged (FRL) Rate	52%
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: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	72	104	95	271
One or more suspensions	0	0	0	0	0	0	68	91	81	240
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	6	7	5	18
Course failure in Math	0	0	0	0	0	0	6	22	19	47
Level 1 on statewide ELA assessment	0	0	0	0	0	0	78	101	111	290
Level 1 on statewide Math assessment	0	0	0	0	0	0	70	62	81	213
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	9	9	18

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	86	105	112	303

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	3	2	16	21
Students retained two or more times	0	0	0	0	0	0	3	3	11	17

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	56	65	100	221
One or more suspensions	0	0	0	0	0	0	67	72	71	210
Course failure in ELA	0	0	0	0	0	0	3	4	2	9
Course failure in Math	0	0	0	0	0	0	2	7	12	21
Level 1 on statewide ELA assessment	0	0	0	0	0	0	53	74	90	217
Level 1 on statewide Math assessment	0	0	0	0	0	0	68	60	78	206
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	21	17	6	44

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	73	88	102	263

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	0	8	10
Students retained two or more times	0	0	0	0	0	0	2	1	9	12

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	56	65	100	221
One or more suspensions	0	0	0	0	0	0	67	72	71	210
Course failure in ELA	0	0	0	0	0	0	3	4	2	9
Course failure in Math	0	0	0	0	0	0	2	7	12	21
Level 1 on statewide ELA assessment	0	0	0	0	0	0	53	74	90	217
Level 1 on statewide Math assessment	0	0	0	0	0	0	68	60	78	206
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	21	17	6	44

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	73	88	102	263

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	0	8	10
Students retained two or more times	0	0	0	0	0	0	2	1	9	12

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*	49			56	54	50	53		
ELA Learning Gains				51	54	48	46		
ELA Lowest 25th Percentile				36	44	38	27		
Math Achievement*	55			57	52	54	46		
Math Learning Gains				69	63	58	26		
Math Lowest 25th Percentile				64	58	55	14		
Science Achievement*	56			56	49	49	48		
Social Studies Achievement*	73			82	71	71	66		
Middle School Acceleration	72			76			64		
Graduation Rate									
College and Career Acceleration									
ELP Progress	61			62			54		

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](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	366
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	609
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	4	
ELL	33	Yes	1	
AMI				
ASN	89			
BLK	43			
HSP	62			
MUL	73			
PAC				
WHT	71			
FRL	49			

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	40	Yes	3	
ELL	54			
AMI				
ASN	84			
BLK	50			
HSP	62			
MUL	60			
PAC				
WHT	67			
FRL	53			

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	49			55			56	73	72			61
SWD	21			27			26	48	54		5	
ELL	20			29			25	31			5	61
AMI												
ASN	82			91			84	100	90		5	
BLK	33			36			30	59	56		5	
HSP	47			55			57	74	71		6	67
MUL	51			67			92	81			4	
PAC												
WHT	62			65			67	84	76		5	
FRL	36			40			38	62	53		6	65

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	51	36	57	69	64	56	82	76			62
SWD	28	41	33	22	47	49	24	59	54			
ELL	37	45	43	38	58	63	34	83	79			62
AMI												
ASN	76	67		78	84		89	100	91			
BLK	40	44	36	39	63	59	37	70	65			
HSP	59	50	37	58	66	75	50	85	74			
MUL	66	58		61	63		54					
PAC												
WHT	64	56	35	69	74	63	69	88	81			
FRL	42	47	38	43	64	59	38	73	65			64

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	53	46	27	46	26	14	48	66	64			54
SWD	29	40	29	22	18	11	24	31				
ELL	41	43	30	38	25	8	29	66	57			54
AMI												
ASN	83	66		85	55		88	96	78			
BLK	40	36	23	29	18	13	29	48	50			
HSP	55	49	28	43	25	18	42	67	62			
MUL	50	43		43	13		50		82			
PAC												
WHT	61	52	31	59	30	15	63	75	65			
FRL	43	39	25	33	20	15	39	53	52			50

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	49%	49%	0%	47%	2%
08	2023 - Spring	46%	49%	-3%	47%	-1%
06	2023 - Spring	49%	50%	-1%	47%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	51%	54%	-3%	54%	-3%
07	2023 - Spring	58%	51%	7%	48%	10%
08	2023 - Spring	37%	46%	-9%	55%	-18%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	48%	29%	50%	27%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	46%	47%	48%	45%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	99%	63%	36%	63%	36%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	71%	64%	7%	66%	5%

III. Planning for Improvement

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

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

Based on a three-year Florida Standards Assessment (FSA) trend analysis, the area of greatest concern is that of ELA in overall achievement particularly among our student with disabilities (SWD). These students fall among the lowest scoring subgroup in both ELA and Mathematics. In 2022, their ELA achievement proficiency was 28% and 22% in Mathematics. This is troubling when compared to the schools overall scores of 56% in ELA and 57% in Mathematics. Their respective scores during the three year analysis in both areas have not exceeded 29%.

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

In the area of Social Studies, we saw an eleven-point decline in student proficiency on the Civics EOC. The students' proficiency rate dropped from 82% to 71%. An overall increase in level one readers within 7th grade taking Civics may have impacted student achievement on the EOC assessment. In 2022, seventy-four 7th graders were identified as level 1 as measured by the FSA ELA. In 2023, that number increased to one hundred one on the FAST assessment. Additionally, misbehaviors leading to suspensions increased from seventy-two to ninety-one within in 7th grade from 2021-2022 to 2022-2023.

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.

Our largest gap exists within the area of ELA and among the learning gains of our lowest 25% quartile when compared to the overall reading scores. Given the data gathered from the 2022-2023 FAST, the school-wide average within the area of ELA (grades 6-8) was 56%. The learning gains among our lowest quartile is 36%. The State average is 47%. They have consistently underperformed when compared to the school-wide and State averages. This gap may be attributed to deficiencies from virtual learning, an increase in disciplinary actions, a change in leadership during the third quarter of 2023.

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

Our overall Mathematics proficiency score increased from 57% to 58%. We can attribute this to implementing our ELO program earlier in the school year, providing students with additional support and remediation as needed. Students received one-on-one tutoring during the afterschool camp. This allowed teachers to individually address the needs of each student. Deficiencies were easily detected and remediated each week.

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

In 2022-2023, there was increase in students with attendance below 90% across all three grade levels when compared to 2021-2022. Behavior issues leading to a suspension also increased across all grade levels, particularly within 7th grade. The number of students failing their Mathematics course within 7th grade also increased from seven in 2021-2022 to twenty-two in 2022-23.

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

We intend to increase our learning gains among our lowest 25% student population within the area of English Language Arts (ELA) by 9%. In the area of Social Studies, we will increase our student proficiency on the Civics EOC by 11%. Our students with disabilities (SWD) will score at or above 41% FPPI in both ELA and Mathematics as measured by the FAST assessment.

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 Outcomes for Multiple Subgroups

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

Literacy, the ability to read, write, and comprehend language in order to communicate ideas. It is the cornerstone of learning and an essential component of all curricular areas and in life in general. At Coral Springs Middle, we seek continuous improvement in the area of Reading for all of our students. As measured by the 2022-2023 Florida Assessment of Student Thinking (FAST) in the area of Reading, our students within the lowest 25% quartile scored a 36% proficiency rate, twelve points below our overall student population. This is concerning and in need of intervention.

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

The learning gains of 6th through 8th grade students within the lowest 25% quartile scoring proficient or higher will increase from 36% to 45% by May 2024 as measured by the FAST ELA.

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

Using a three-tier based reading program, students will be enrolled in Intensive Reading courses grouped according to their individual needs. An increased collaboration between the Reading and ESLS departments will also help support achievement among this subgroup, as many of our lowest 25% quartile are also ESE students. With the use of the evidenced-based programs, Systems 44 and Read 180, individualized programs will be carried out in one-on-one, small group, and whole group instruction. The reading program will be monitored by administering continuous Common Formative Assessments within the classroom setting. The progress monitoring tools within Systems 44 and Read 180 will also be used with fidelity. Administrative walkthroughs will be conducted to provide additional assistance and support.

Person responsible for monitoring outcome:

Roxana Matthews (rmatthews@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The strategy incorporates a blended learning opportunity that tailors the lessons to accommodate the unique needs of the learner. Using both technology and direct instruction, teachers are able to deliver instruction, practice, and assign assessments for each student. The strategy chunks lessons and adopts materials to individualize instruction and monitor progress.

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

The needs of students in Intensive Reading courses vary according to their individual abilities. Some students will require the Systems 44 program, where individual sounds are being blended. Whereas some students are beyond that level and struggle at a 3rd or 4th grade level and need multisyllabic word attack skills. These students would benefit from the Read 180 program. Other students merely need fluency and comprehension practice. By incorporating both programs and sorting the Intensive Reading courses according to these needs, we believe we will strongly support our most fragile readers and assist in promoting academic reading gains.

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 - Implements the reading program and monitors progress with monthly CFAs and Data Chats among their PLCs and academic administrator.

Person Responsible: Roxana Matthews (rmatthews@browardschools.com)

By When: CFAs and Data Chats will be conducted once each quarter of the school year leading up to the FAST assessment in May.

ELA Department Chair and Reading Coach analyze interventions and implementation of the Systems 44 and Read 180 programs.

Person Responsible: Roxana Matthews (rmatthews@browardschools.com)

By When: By August of 2023 in the beginning of quarter 1 and continuing throughout the school year to gauge the program's success.

FAST (PM1 and PM2) Testing: Reading expectations will be assessed, and data will be analyzed by the ELA department chair and Reading coach to dictate next steps.

Person Responsible: Roxana Matthews (rmatthews@browardschools.com)

By When: after the administration of FAST ELA PM 1 and PM 2.

#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 EWS, there has been an increase in discipline referrals. The School-Wide Positive Behavior Plan (SPBP) discovered that African American students make up 32% of the population and are 2.02 times more likely to receive an administrative referral when compared to all other subgroups. As such, and to promote a greater positive culture and equity, interventions utilizing mental health counselors implementing social-emotional lessons will be implemented. Additionally, tier 1 interventions will be incorporated, as well as utilizing the reward incentives more effectively.

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

By June 2024, disproportionate ODR rates for (Black/African American) will be reduced from (48%) to >(40%) as evidenced by ODRs in BASIS Behavior Dashboard.

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

Each quarter, teachers and students will be surveyed to determine the effectiveness of the incentives and have an opportunity to request specific rewards for drawings. Feedback will be brought to the PBIS team and revised as needed throughout the year.

Person responsible for monitoring outcome:

Roxana Matthews (rmatthews@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

CHAMPS, Positive Behavior Interventions and Supports in the Classroom, Character Coins

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

These evidence-based interventions and strategies promote a supportive and fulfilling environment, that elevates learning conditions that meet the needs of all students. Additionally, they assist in cultivating a culture that values trust, respect and high expectations, which in turn increases academic achievement.

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. Present the 2023-24 SPBP to staff and facilitate the discussion about how it supports your SIP goals

Person Responsible: Roxana Matthews (rmatthews@browardschools.com)

By When: during the week of August 14th, 2023, and continuously discussed throughout the year.

2. Have faculty vote on the new SPBP and finalize any consensus-driven changes to the plan

Person Responsible: Roxana Matthews (rmatthews@browardschools.com)

By When: after the committee meets during the week of August 14th, 2023.

3. Provide training to faculty and staff on their roles and responsibilities for implementing the new SPBP and share guidance for accessing coaching supports

Person Responsible: Roxana Matthews (rmatthews@browardschools.com)

By When: August 21st, 2023, and continuously throughout the school year.

4. Present the 2023-24 SPBP to family and community and facilitate discussion on how families and community partners can help the school to
reach its SPBP goals

Person Responsible: Roxana Matthews (rmatthews@browardschools.com)

By When: prior to September 30, 2023

#3. ESSA Subgroup specifically relating to Students with Disabilities

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

Students with Disabilities (SWD), who mostly fall into the subgroup of the Lowest 25% are our most fragile learners, needing the most support in order to succeed and make gains. Our area of focus is to seek learning gains for the lowest quartile of students in both math and reading. The ESSA subgroup, Students with Disabilities, is the only group of Coral Springs Middle School students who falls below the FPPI. As such, these students are in need of additional resources and support to increase their academic achievement.

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

The percentage of SWD students in 6th- 8th grade scoring proficient or higher will increase from 40% to 41% by May 2024 as measured by the FAST ELA.

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

In the area of Reading, collaboration between the ELA, Reading, and ESLS departments will monitor the progress of these students' reading proficiency using the Systems 44 and Read 180 programs. With the consistent assistance of our ESLS facilitators, push-in will increase providing an extra layer of support. In the area of Mathematics, the implementation of the new 2022-2023 State Standards and instructional materials, teachers will use the monitoring tools and assessments with fidelity making progress monitoring more attainable. Instruction can then be tailored to meet the individual needs and learning deficits as defined by the program's diagnostic assessment.

Person responsible for monitoring outcome:

Roxana Matthews (rmatthews@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.)

To increase academic achievement among our SWDs, a variety of evidence-based strategies will be incorporated within the program. Students will be able to receive personalized instruction to aid in their learning deficits through direct instruction, strategy instruction, and the use of sequential and multi-sensory approaches in Reading.

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

Both Systems 44 and Read 180 have be vetted by the school, are peer-reviewed, and scientifically based intervention programs. We feel strongly that these programs along with the SWD evidenced based strategies embedded in the Math courses, will provide our most fragile students with the supports needed to be successful.

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. Foundational reading instruction within Intensive Reading Courses to include monthly CFAs and Data Chats.

Person Responsible: Roxana Matthews (rmatthews@browardschools.com)

By When: Beginning at the start of the school year and ongoing throughout the year.

2. Collaboration between Mathematics teacher and ESLS Facilitator

Person Responsible: David Argent (david.argent@browardschools.com)

By When: September 2023

3. Additional Interventions that include push-in and push-out.

Person Responsible: Roxana Matthews (rmatthews@browardschools.com)

By When: by September 2023 and continuing throughout the school year.

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).

Based upon the FAST assessment data analysis, reading levels, and student grades, the principal allocates funds based on greatest need. With the assistance of the administrative team and the department chairs, an in-depth analysis is conducted to ensure that funds are directly tied to our SIP goals. Additionally, school accountability funds are utilized through a voting process during SAC meetings. These funds must also assist in elevating student achievement.

Our funding from our ESE students goes directly to ESE salaries for personnel. This includes a full-time ESE Specialist, 2.65 support facilitators, IDEA funding allocated for paraprofessionals, and a full-time SVE teacher. Our funding for our speech and language pathologist is allocated for 1.53 persons and a full-time behavior technician. When determining funding, every year the school must determine how many students with a 251, 252, 253,254, and a 255 matrix will be registering. The district formulates what they believe enrollment will be for our ESE students, but the ESE Specialist works with the principal to review each grade level and incoming students to determine numbers. Using the matrix as a measuring tool, services are provided such as weekly counseling, speech and/or language, and occupational therapy. Students who have a matrix of 253 are typically our students with significant cognitive disabilities who are on Access Points and take the Florida Standards Alternate Assessment (FSAA) and are placed in the SVE (Specialized Varying Exceptionalities) classroom for specialized support.

Title I Requirements

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

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

The dissemination of the SIP, UniSIG budget and SWP is carried out a several ways. Primarily, these documents are presented and continuously discussed at our School Advisory Council meetings which are held both in person and on Teams to provide inclusivity to all stakeholders. They can also be found on our school's website in multiple languages that include English, Spanish, Portuguese, and Haitian-Creole, as well as the main office on campus.

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 uses a variety of parent and community engagement strategies. The School Advisory Council (SAC) meets on a monthly basis to collaborate with and inform all stakeholders of the initiatives and programs offered at the school. These meetings are held both in-person and on Teams for easy access. The principal hosts individualized meetings with anyone in need of additional information or support. The school hosts a yearly Open House and Title I meeting to provide families with guidance and information about their student's curriculum and experience at Coral Springs Middle School. Consistent Parentlinks are sent to our families to keep them informed about intermin reports and report card dissemination. The school invites all incoming 6th graders to our Stallion Stampede and schedule pick up. Our 7th and 8th grade students are invited to our Stallion Social with our administrators. All families are also invited to our Curriculum Night, Band concerts, and theater program performances.

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)

With an all-hands-on deck mentality, the school has shifted the role of our assistant principals to provide more assistance to the teachers within respective departments. As academic administrators, they are able to allot time for PLC collaboration, continuous classroom observations, and increased engagement. Use this approach, we believe that teachers will feel more supported and student achievement will increase. Additionally, we are Increasing the number of students enrolled in accelerated courses and providing push-in services for the success of those students.

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))

Of high importance at CSMS, our technical education programs have increased to include CTACE-HTML and CSS certifications. The addition of these programs was designed to ensure quality instruction for our students that promotes growth as they gain necessary knowledge and apply industry skill sets. Our school is also implementing Python, a tool, primarily focused on inspiring career paths that utilize computing, and discovery tools that foster creativity and collaboration through Coding development and simulation.

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))

Utilizing the annual school counseling plan(ASCP) counselors will provide mental health and academic services for all students. Students will be assigned a grade level counselor for the year. A district support counselor will be available to provide services for students and well as a full-time social worker.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

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

1. Administration will work with students quarterly and provide strategies and interventions appropriate for students' situations. Use of mental health counselors, ESSER and mentors will also be included in strategies.
2. Administration will allow teachers to mentor and/or observe working classrooms with little to no ODR's. 2. Teachers will have opportunities to work with administration to develop specific strategies for students who are in need of support.
3. Students will attend classroom lessons on coping strategies and life skills to deescalate themselves in situations they feel they cannot control. Teachers will work with administration on identifying repeat offender students to work in small groups with ESSER and staff in mentor roles.

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))

To improve classroom management strategies, teacher will attend professional development (PD) such as CHAMPS. The school TIER liaison will provide monthly and ongoing support of new educator on campus to ensure retainment. Professional Learning Communities will take place every Tuesday and Friday to allot time for collaboration, data analysis, differentiation and remediation strategies with each department.

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