

Broward County Public Schools

Walter C. Young Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Walter C. Young Middle School

901 NW 129TH AVE, Pembroke Pines, FL 33028

[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.

Walter C. Young Middle School is a community of learners where all stakeholders (staff, parents and community) strive to ensure that all students exit performing their highest potential in academic and behavioral achievement.

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Henderson, Mark	Principal	Duties Manage school activities and staff, including teachers and support personnel. Establish and oversee class schedules. Develop, implement, and maintain curriculum standards. Counsel and discipline students. Observe teachers and evaluate their performance.
Reeves, Ben	Assistant Principal	Assists with allocating resources to best support school improvement. Builds and maintains a safe and orderly school environment that meets the academic, social, emotional and physical needs of each student. Provides coherent support services and accommodations to meet the needs of each student. Provides leadership and direction to staff with regard to the ongoing evaluation and improvement of educational programs, including curricular and extracurricular activities.
Doval, Madelyn	Assistant Principal	Conducts high quality classroom observations, identifies effective teaching practices, and understands pedagogy that results in improved student learning. Assists with the develop staff members’ professional knowledge, skills and practice through differentiated opportunities for learning and growth. Assists teachers in selecting yearly professional goals for the improvement of instruction. Assists in the development and administration of school programs consistent with school district goals and objectives. Encourages staff to continue to grow professionally and to experiment with new approaches or strategies to teaching. Assists in coordinating the work of school staff and school district program leaders to develop and implement instructional programs and teaching practices.

Stakeholder Involvement and SIP Development

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

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

The process involves surveying parents, students, staff and non-instructional staff members to gather input. During meetings (SAC, Leadership, PTA) we ask for input and feedback and then implement the ideas into our School Improvement 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))

Academic standards are monitored by the CFAs, FAST, and Diagnostic testing. This data then drives the School Improvement Plan and the goals for closing the achievement gap.

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	90%
2022-23 Economically Disadvantaged (FRL) Rate	78%
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	33	60	77	170
One or more suspensions	0	0	0	0	0	0	54	41	99	194
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	6	19	10	35
Course failure in Math	0	0	0	0	0	0	16	28	12	56
Level 1 on statewide ELA assessment	0	0	0	0	0	0	66	95	92	253
Level 1 on statewide Math assessment	0	0	0	0	0	0	42	54	39	135
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	3	1	4

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	56	83	86	225

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	5	13	24	42
Students retained two or more times	0	0	0	0	0	0	3	17	26	46

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	26	27	18	71
One or more suspensions	0	0	0	0	0	0	3	6	10	19
Course failure in ELA	0	0	0	0	0	0	16	43	32	91
Course failure in Math	0	0	0	0	0	0	43	33	14	90
Level 1 on statewide ELA assessment	0	0	0	0	0	0	25	39	46	110
Level 1 on statewide Math assessment	0	0	0	0	0	0	27	46	57	130
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	50	41	54	145

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	56	72	78	206

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	8	27	53	88
Students retained two or more times	0	0	0	0	0	0	2	3	1	6

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	26	27	18	71
One or more suspensions	0	0	0	0	0	0	3	6	10	19
Course failure in ELA	0	0	0	0	0	0	16	43	32	91
Course failure in Math	0	0	0	0	0	0	43	33	14	90
Level 1 on statewide ELA assessment	0	0	0	0	0	0	25	39	46	110
Level 1 on statewide Math assessment	0	0	0	0	0	0	27	46	57	130
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	50	41	54	145

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	56	72	78	206

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	8	27	53	88
Students retained two or more times	0	0	0	0	0	0	2	3	1	6

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*	57	53	49	58	54	50	63		
ELA Learning Gains				54			54		
ELA Lowest 25th Percentile				43			36		
Math Achievement*	64	56	56	58	41	36	49		
Math Learning Gains				70			34		
Math Lowest 25th Percentile				56			26		
Science Achievement*	54	50	49	52	52	53	55		
Social Studies Achievement*	78	67	68	77	63	58	65		
Middle School Acceleration	75	70	73	76	51	49	58		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	35	42	40	67	74	76	62		

* 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	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	363
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	611
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	44			
ELL	46			
AMI				
ASN	83			
BLK	58			
HSP	62			
MUL	72			
PAC				
WHT	75			

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	57			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	3	
ELL	52			
AMI				
ASN	74			
BLK	54			
HSP	62			
MUL	79			
PAC				
WHT	70			
FRL	54			

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	57			64			54	78	75			35
SWD	27			31			27	54	83		5	
ELL	36			51			26	63	67		6	35
AMI												
ASN	71			76			88	82	100		5	
BLK	47			56			41	76	71		5	
HSP	59			68			55	79	73		6	35
MUL	63			63			90				3	

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	70			69			67	82	88		5	
FRL	50			57			40	70	66		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	58	54	43	58	70	56	52	77	76			67
SWD	23	36	33	28	46	40	24	44				
ELL	42	52	42	47	64	49	38	72	47			67
AMI												
ASN	72	57		79	85		57	86	80			
BLK	50	53	45	48	63	49	46	67	67			
HSP	58	51	41	61	72	61	52	81	75			64
MUL	68	87		73	88							
PAC												
WHT	72	65	45	65	68	69	62	95	86			
FRL	52	51	37	49	66	54	41	71	65			54

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	63	54	36	49	34	26	55	65	58			62
SWD	31	37	30	24	32	31	27	35	50			
ELL	59	57	42	42	33	29	42	64	48			62
AMI												
ASN	79	72	58	63	51	45	79	67	75			
BLK	52	45	30	42	28	21	44	65	54			
HSP	65	57	41	50	34	28	56	63	55			63
MUL	76	58		58	18							
PAC												
WHT	70	55	22	57	41	31	66	74	61			
FRL	55	49	32	41	30	27	45	61	46			59

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	53%	49%	4%	47%	6%
08	2023 - Spring	55%	49%	6%	47%	8%
06	2023 - Spring	49%	50%	-1%	47%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	55%	54%	1%	54%	1%
07	2023 - Spring	63%	51%	12%	48%	15%
08	2023 - Spring	55%	46%	9%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	48%	38%	10%	44%	4%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	99%	48%	51%	50%	49%

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

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

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	64%	12%	66%	10%

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.

Our ELA showed the lowest performance, years have impacted this group of students. Implementing the FAST Test requires a new learning curve.

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

The data that showed the greatest decline was ELA. The factors that contributed to this event were the impact of a lower Reading, implementation of a new state test and teacher turnover.

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 greatest gap was seen within ELA. The factors that contributed were students struggle with foundational skills such as decoding, linguistic comprehension and fluency as evident by 47% of our students and adaptation to the new F.A.S.T. Test.

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

Math showed the most improvement last year. Student's classes were re-structured and designing a fair balance among the department. Lunchtime tutoring was implemented.

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

Two areas of concern are "number of students with a substantial reading deficiency" and "level 1 on the prior statewide assessment".

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

1. Increasing Walter C. Young to becoming an A school. Closing the gaps within each tested areas.
2. Teacher Retention.

Area of Focus

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

#1. 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.

As per the 2023 data, 170 students were absent 10% or more days of the school year. We decided to focus on this area due to the rationale that attendance effects students and their learning gains.

Measurable Outcome:

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

By June 2024, students being absent 10% or more of the school days will decrease from 170 to 100 as per the Early Warning Indicator for 2024.

Monitoring:

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

Teachers will follow the attendance policy in order to input correct data into Pinnacle and then BASIS will track the flag the students with high absenteeism. The attendance coordinator will inform school social workers and guidance counselors of students who have excessive absences.

Person responsible for monitoring outcome:

Ben Reeves (ben.reeves@browardschools.com)

Evidence-based Intervention:

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

Ensure that parent's contact information remain current. Outreach to parents when contact information needs to be updated.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this strategy is to communicate immediately about the attendance of students.

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.

Teachers take daily and hourly attendance

Person Responsible: Ben Reeves (ben.reeves@browardschools.com)

By When: Daily

Attendance coordinator will monitor excessive absences and report those to the Guidance and social worker.

Person Responsible: Ben Reeves (ben.reeves@browardschools.com)

By When: Weekly

Teachers, Social Worker, and Guidance Counselor will follow up on the family in order to encourage daily attendance.

Person Responsible: Ben Reeves (ben.reeves@browardschools.com)

By When: Weekly

#2. 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.

Measurable Outcome:

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

By May 2024, Students with disabilities will increase their proficiency from 23% to 33% as per the F.A.S.T. ELA assessment.

Monitoring:

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

We will progress monitor using the data from the F.A.S.T. progress monitoring, and district Common Formative Assessment.

Person responsible for monitoring outcome:

Ben Reeves (ben.reeves@browardschools.com)

Evidence-based Intervention:

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

Science of Reading is a district-based initiative that the school will use to enhance teachers' instructional practices which will increase student learning in ELA.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Science of Reading is a researched initiative implemented district-wide in order to increase reading abilities in students.

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.

Students will be assessed monthly and quarterly on the PM1 - PM3, and also the CFA's

Person Responsible: Ben Reeves (ben.reeves@browardschools.com)

By When: Through-out the year

Weekly data chats with administration

Person Responsible: Ben Reeves (ben.reeves@browardschools.com)

By When: Weekly

Teachers will attend Professional Development on the Science of Reading

Person Responsible: Ben Reeves (ben.reeves@browardschools.com)

By When: By December 2023

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).

Our funding allocations are driven by the needs of our students, surveys from families, and input from our School Advisory Committee. Our funds invested in Extended Learning Opportunities and virtual tutoring sessions both virtual and in-person. The most recent data in Mathematics, has shown the most improvement with these funding allocations.

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 SIP, UniSIG budget and SWP will be presented at an upcoming SAC meeting. The academic goals will be presented to students in grade level assemblies. Parentlinks advertising where these items can be located will be sent out the week of August 28. The SIP will be available online at www.browardschools.com/waltercyoung.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We will hold multiple community events to help raise community awareness on the programs and services available at WCY. We are also rebranding our PTSA to help in this regard. Parents will be notified via parentlink and other communications on how to keep abreast of their child's progress. There are several links on our website, www.browardschools.com/waltercyoung to inform parents and the community of important information.

Curriculum focused events will afford parents the opportunity to learn more about the curriculum being studied by their students, and how to best support them.

A student incentive program is being developed to help motivate students. We will also have a robust offering of extended learning opportunities to assist students at all levels with their academics.

We also employ an open door policy. Parents are not required to make appointments prior to meeting with administration or guidance.

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)

Changes to teaching assignments will put our most talented teachers in front of the students that need them the most. Special attention was given curriculum with a back-end state assessment.

Operationally, many teachers moved location to allow for quicker transitions, and a reduction in the amount students tardy for class. This in turn will increase the amount of instructional time afforded to each student.

Our Cambridge program has been expanded, which allows more students to experience accelerated curriculum. This includes expansion of the GEARS program, which we started last year.

We will also have a robust offering of extended learning opportunities in all curriculum areas to assist students at all levels with their academics. These ELO's will be opened to all 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))

This plan considers all local, state and federal laws and policies.

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))

Walter C. Young has a dedicated school counselor for every grade level. This allows each one to focus on a specific group of students and have a more personal relationship with them. We also have a social worker and psychologist assigned to our location part time, as well as a full-time family counselor.

Our Rtl process is a comprehensive program designed to provide a full array of services to our most needy students. The Rtl team meets once a week to discuss the progress of students, and add new ones if needed.

Knight Mentoring Knights is a school-based mentoring program designed to provide on-site, positive adult interactions to students. These types of positive interactions are instrumental for the students mental well-being

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))

Our Falcon Flyers program provides students the opportunity to take classes on a high school campus while fulfilling their middle school requirements. These classes allow students to accelerate their learning

and put them on the path to earn an AA degree by the time they finish high school.

WCY students can learn industry certification in MS Word, Excel and PowerPoint, and students in the KnextGen Knights program can earn an industry certification in HTML

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).

Walter C. Young uses the RtI process, which is a comprehensive program designed to provide a full array of services to our most needy students. The RtI team meets once a week to discuss the progress of students, and add new ones if needed. As a result of these meetings, services and support are put in place for each student. This sometimes includes support from agencies and organizations outside of school.

The Multi-Tiered System of Supports (MTSS) is a seamless prevention framework that integrates all students. It is a term used to describe an evidence-based model of schooling that uses data-based problem solving to integrate standards-based instruction, interventions and assessments to address the full range of student academic and behavioral needs present in today's classroom. The MTSS framework encompasses all the academic, behavioral and social-emotional demands of learning. MTSS is a key part of the broader BCPS strategic framework to support all learners and ensure equitable access to a robust, high quality education. MTSS provides the structure for the District to prioritize the academic and behavioral needs of all students, including our Students with Disabilities (SWDs), students with advanced learning needs and English Language Learners (ELL).

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))

All teachers participate in curriculum area Professional Learning Communities. The PLCs meet weekly to discuss/analyze data, review and modify instructional focus calendars, and ensure alignment between, lessons, instructional practices, and assessments. Data analysis is a part of our progress monitoring plan and each department tracks its own data, which is in turn periodically analyzed by administration. Teacher planning days are used to provide additional professional development. District instructional facilitators are brought in routinely to provide additional guidance and support to our teachers.

Each year, we have orientation specifically designed for teachers new to our location. This allows them additional time to learn the customs and traditions unique to Walter. C Young. Through our TIER program, each new teacher is assigned a school-based mentor to help guide them in their first year.

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))

This is not applicable, as we are a middle school.