Forest Glen Middle School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Forest Glen Middle School

6501 TURTLE RUN BLVD, Coral Springs, FL 33067

[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.

Cultivating and inspiring lifelong learners whose love for applying their knowledge will bring them success in today and tomorrow's world.

Provide the school's vision statement.

To create and maintain a safe learning community of students and adults who embrace new opportunities to learn and grow together through engaging experiences while demonstrating respect, responsibility, and accountability to themselves and each other.

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
Gurreonero, Melissa	Principal	The School Principal shall effectively lead and manage instructional leadership, operational leadership, and professional and ethical leadership.
Barnett, Tiffany	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.
Clock, Christine	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.

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.

Stakeholders are involved in developing the SIP through the School Advisory Council. Suggestions and feedback on the SIP are used as input toward the development of the SIP for the next school year.

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

The SIP is monitored regularly and adjustments to the initial plan are made based on emerging student data across curriculum areas. All students are monitored for increasing achievement through the use of common formative assessments and FAST assessments. The school leadership team will analyze this data and make adjustments to existing plans as needed. Changes to the plan will be discussed with the School Advisory Council to obtain feedback from stakeholders.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	82%
2022-23 Economically Disadvantaged (FRL) Rate	85%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
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	78	140	290
One or more suspensions	0	0	0	0	0	0	126	83	59	268
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	17	16	14	47
Course failure in Math	0	0	0	0	0	0	46	13	17	76
Level 1 on statewide ELA assessment	0	0	0	0	0	0	78	100	118	296
Level 1 on statewide Math assessment	0	0	0	0	0	0	59	99	81	239
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	2	30	27	59

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	106	115	116	337

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	1	7	27	35
Students retained two or more times	0	0	0	0	0	0	7	8	24	39

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	94	102	114	310
One or more suspensions	0	0	0	0	0	0	62	76	52	190
Course failure in ELA	0	0	0	0	0	0	18	3	2	23
Course failure in Math	0	0	0	0	0	0	13	6	6	25
Level 1 on statewide ELA assessment	0	0	0	0	0	0	70	115	127	312
Level 1 on statewide Math assessment	0	0	0	0	0	0	106	105	133	344
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	60	47	41	148

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	106	132	128	366

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	0	0	3
Students retained two or more times	0	0	0	0	0	0	4	3	6	13

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	94	102	114	310
One or more suspensions	0	0	0	0	0	0	62	76	52	190
Course failure in ELA	0	0	0	0	0	0	18	3	2	23
Course failure in Math	0	0	0	0	0	0	13	6	6	25
Level 1 on statewide ELA assessment	0	0	0	0	0	0	70	115	127	312
Level 1 on statewide Math assessment	0	0	0	0	0	0	106	105	133	344
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	60	47	41	148

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	106	132	128	366

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	0	0	3
Students retained two or more times	0	0	0	0	0	0	4	3	6	13

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*	54	53	49	48	54	50	50		
ELA Learning Gains				47			45		
ELA Lowest 25th Percentile				39			35		
Math Achievement*	55	56	56	52	41	36	47		
Math Learning Gains				59			27		
Math Lowest 25th Percentile				50			23		
Science Achievement*	57	50	49	50	52	53	49		
Social Studies Achievement*	69	67	68	68	63	58	49		
Middle School Acceleration	74	70	73	76	51	49	65		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	42	42	40	37	74	76	37		

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)	TSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	351
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	526
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	30	Yes	4	3
ELL	38	Yes	2	
AMI				
ASN	79			
BLK	51			
HSP	57			
MUL	75			
PAC				
WHT	74			
FRL	52			

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	29	Yes	3	2
ELL	37	Yes	1	
AMI				
ASN	83			
BLK	46			
HSP	51			
MUL	64			
PAC				
WHT	64			
FRL	48			

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	54			55			57	69	74			42
SWD	28			30			25	35	33		5	
ELL	32			37			20	54	40		6	42
AMI												
ASN	73			78			77	94	73		5	
BLK	46			44			44	58	74		6	42
HSP	50			55			58	66	70		6	44
MUL	71			55			74	91	86		5	
PAC												
WHT	68			73			70	83	78		5	
FRL	47			49			46	61	68		6	42

| 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	48	47	39	52	59	50	50	68	76			37
SWD	17	34	31	26	43	33	14	36				29
ELL	23	40	45	31	44	44	21	36	52			37
AMI												
ASN	76	79		78	86		88		91			
BLK	36	41	37	43	55	55	40	64	67			19
HSP	46	49	40	48	55	43	46	65	71			51
MUL	61	53		59	59		46	92	77			
PAC												
WHT	67	51	33	71	68	52	71	79	86			
FRL	39	43	38	44	55	52	44	62	69			29

| 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	50	45	35	47	27	23	49	49	65			37
SWD	13	35	37	18	25	26	7	21	33			25
ELL	33	41	40	35	22	20	22	35	48			37
AMI												
ASN	75	63		75	42		78	79	82			
BLK	41	38	35	35	20	19	35	45	55			36
HSP	48	44	40	47	24	23	50	44	59			40
MUL	58	42		55	32		50	54	69			
PAC												
WHT	63	55	24	64	37	33	64	59	74			
FRL	43	42	36	40	22	21	39	43	54			36

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	49%	49%	0%	47%	2%
08	2023 - Spring	44%	49%	-5%	47%	-3%
06	2023 - Spring	53%	50%	3%	47%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	54%	54%	0%	54%	0%
07	2023 - Spring	39%	51%	-12%	48%	-9%
08	2023 - Spring	53%	46%	7%	55%	-2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	43%	38%	5%	44%	-1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	48%	43%	50%	41%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	90%	46%	44%	48%	42%

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	65%	64%	1%	66%	-1%

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.

ELA is the area in the greatest need of improvement. While there was a 1% increase in proficiency in ELA, the area of ELA continues to be an area of focus for improvement. Across grade levels, the scores remained stable or showed minor increases. 80% of SWD are not proficient in ELA and 75% are not proficient in Math. 95% of ELL students are not proficient in ELA and 75% are not proficient in Math. Contributing factors to ELL are students who are relatively new to the country and are English Language Learners who are learning how to take the test in their non-native language.

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 decline from other areas is in civics which decreased in proficiency by 3 points. Student reading proficiency was lower than in prior years and their vocabulary deficiencies impacted proficiency on the civics test.

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.

Overall the school performed well compared to the state based on the data available at the time of this SIP development. The school scored approximately 2 points higher in ELA than the state, 5 points higher in Math than the state, and 7 points higher in Science/Biology than the state, but one point lower in civics proficiency compared to the state. Overall the school is on an upward trajectory. Reading proficiency impacted civics scores as students struggled with the vocabulary necessary to meet civics proficiency.

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

The most improvement compared to the state came in the areas of Science and Math. Appropriate scheduling and support for teachers was a main component of success. Fragile students were also pulled for extended learning opportunities based on emerging data and were provided with one hour of extra support per week via ESSER funds.

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

Areas of concern are 10 or more days absent and behavior that leads to suspension for 6th grade (now 7th grade).
Attendance is being addressed through our school attendance plan.
Behavior is being addressed through our schoolwide positive behavior plan.

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

1. ELA proficiency and learning gains for school and lowest quartile
2. Math learning gains for school and lowest quartile
3. Civics proficiency

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.

The data regarding SWD in both ELA and Math shows that these students' learning must be an instructional priority for Forest Glen. Only 20% of SWD are proficient in ELA and 25% in Math. This is far below the overall data by both school and grade level.

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

30% of SWD will become proficient in ELA and 35% will become proficient in Math as demonstrated on the FSA in May of 2023.

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

This area of focus will be monitored through Common Formative Assessments, and District and State Mid Year and Summative assessments in ELA, Reading, and Math. Administrators and teachers will analyze emerging data and make instructional adjustments as the year progresses.

Person responsible for monitoring outcome:

Christine Clock (christine.clock@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.)

Teachers will work in PLCs to analyze data and plan standards-based lessons to provide targeted instruction for SWD students. Teachers will collaborate with Support Facilitators for assistance and for meeting the
needs of students through instructional adjustments. Support facilitators attend grade-level meetings and meet with teacher teams throughout the year to provide support for students.

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

Collaboration in PLCs has been proven to support teachers in creating engaging lessons to support student success.

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.

Weekly implementation of PLCs and Common planning

Person Responsible: Tiffany Barnett (tiffany.barnett@browardschools.com)

By When: Ongoing

#2. ESSA Subgroup specifically relating to English Language Learners

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

The data regarding ELL in both ELA and Math shows that these students' learning must be an instructional priority for Forest Glen. Only 5% of ELL are proficient in ELA and 25% in Math. This is far below the overall data by both school and grade level.

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

20% of ELL will become proficient in ELA and 35% will become proficient in Math as demonstrated on the FSA in May of 2023.

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

This area of focus will be monitored through Common Formative Assessments, and District and State Mid Year and Summative assessments in ELA, Reading, and Math. Administrators and teachers will analyze emerging data and make instructional adjustments as the year progresses. Additionally, ACCESS data will be analyzed and ELL Support will be infused into content classes

Person responsible for monitoring outcome:

Tiffany Barnett (tiffany.barnett@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.)

Teachers will work in PLCs to analyze data and plan standards-based lessons to provide targeted instruction for ELL students through the implementation of ESOL strategies in lessons. Teachers will collaborate with ELL support facilitators for assistance and for meeting the needs of students through instructional adjustments.

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

Collaboration in PLCs has been proven to support teachers in creating engaging lessons to support student success.

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.

Weekly implementation of PLCs and Common planning

Person Responsible: Tiffany Barnett (tiffany.barnett@browardschools.com)

By When: ongoing

#3. 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.

Forest Glen builds and maintains a positive school culture through a variety of means, including a Positive Behavior Plan which includes student incentives, morning announcements, staff incentives, Professional Development and Learning Communities, and Social Emotional Learning plans. Students have daily reinforcement of our Glen House Rules "Be Responsible, Be Respectful, and Be Safe." Students also have

the opportunity to earn tickets and to earn the opportunity to attend quarterly incentives based on a combination of learning and positive behavior. Student achievement and growth is celebrated through awards ceremonies and honor roll and the use of our incentive ticket cart. Staff growth and feedback are obtained during weekly PLC and Professional Development is planned to support teachers and provide them with resources as needed. Teachers have developed collaborative relationships and work together during common planning to analyze student data and plan engaging standards-based lessons. This is having a positive influence on the school culture as it allows students to have exposure to rigorous lessons

and enhances the development of 21st-century skills with students. Students are engaged in Life skills and Wellness activities throughout the week in different content areas and this helps to reinforce the development of positive social skills and provides support for students to practice a positive mindset when dealing with life situations that may arise. Additionally, students have access to participate in a wide variety of clubs, extracurricular activities, and sports. Students also serve as role models to their peers through our Peer Counseling Program. The school also obtains feedback from all stakeholder groups and uses this data to continuously improve the school culture and environment.
The highest frequency discipline incident code that Forest Glen is focusing on is disobedience/insubordination.

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

By May 2024, Forest Glen will reduce the total rate of discipline referrals for disobedience/insubordination from 177 to 147.

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

The discipline data will be monitored monthly and adjustments to the positive behavior plan will be made as warranted.

Person responsible for monitoring outcome:

Christine Clock (christine.clock@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.)

Positive Behavioral Interventions and Supports Plan

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

PBIS is a multi-tiered, evidence-based model that seeks to support and enhance both academic and behavioral outcomes for all 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.

Incentive plan and monitoring of behavior infractions

Person Responsible: Christine Clock (christine.clock@browardschools.com)

By When: Monthly

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

The Leadership Team in conjunction with the SAC examines the school's needs and determines if any allocation adjustments need to be made throughout the year. As emerging data becomes available the data is analyzed and adjustments in resources are made to assist the students with raising academic achievement and closing learning gaps. SAC and the Leadership Team both meet monthly.

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 School Improvement Plan (SIP) at Forest Glen Middle School is shared with stakeholders in a variety of different ways. We discuss it out loud during a School Advisory Council (SAC) meeting, we post a link to it on our school's website, and we send a parentlink (voice) message out to all families with directions on what the School Improvement Plan is and how they can access it. A set of paper directions in the student's home language is sent home with our non-English speaking students to share how to access the information. Progress towards meeting the SIP Plan goals is shared monthly during our SAC meetings with different departments presenting to stakeholders each month about processes that are in place to reach the goal and to share where we are at in working toward meeting that goal.

https://www.browardschools.com/Page/333

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))

Forest Glen will build positive relationships with parents, families, and other community stakeholders by holding quarterly parent engagement events related to different subject areas at our school. At each event, strategies for supporting student success in new and fun ways will be incorporated and shared. In addition, some of these nights will be used to showcase the work our students are doing and to celebrate their success. Parents will be informed of their students' progress through the use of our live Pinnacle gradebook where parents can login to check student grades, through communication with parents via email and phone calls, and through parent conferences when necessary. In addition, we will form partnerships with businesses in the community and plan Family Nights and other events with them.

https://www.browardschools.com/Page/333

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))

Forest Glen will strengthen the academic program and increase the amount and quality of learning time in our school by utilizing school wide strategies such as word of the week and Civics topic of the week across our school. We will also provide teachers with one hour a week of common planning to lesson plan together focusing on our weakest standards and building strategies for remediating them into the coming week's lessons. Time will also be spent building opportunities into our curriculum for enrichment of standards we are already successful in. In addition, we will provide Extended Learning Opportunities for our students to support them with homework help and extra tutoring in areas of need after school.

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))

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