Broward County Public Schools

Sawgrass Springs Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Sawgrass Springs Middle School

12500 W SAMPLE RD, Coral Springs, FL 33065

[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.

Sawgrass Springs Middle School is a Challenging, Healthy, Engaging, and Supportive (C.H.E.S.S) environment that promotes growth and involvement of all stalk-holders.

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
Frame-Wessinger, Melinda	Principal	Serves as an instructional leader, engages stakeholders and collaborates in the school's decision making process. Additionally, oversees the administrative team and their respective duties, as well as the safety and security of the campus.
Depasquale, Denise	Assistant Principal	Serves as an instructional leader, engages stakeholders and collaborates in the school's decision making process. In addition, overseeing the teacher and staff evaluations and instruction in ELA, Reading, Title 1, Parent Communication, Para, ESOL, Professional Development, Life Skills and Wellness Liaison and matriculation from elementary school.
McMahon, Frances	Other	Serves as SAC Chair, Math Department Chair, Math teacher, Chess elective instructor, engages stakeholders and collaborates in the school's decision making process.
Stull-Milordis, Wendy	Other	Serves as SAC Co-Chair, Social Studies Department Chair and Theatre/Drama teacher, engages stakeholders and collaborates in the school's decision making process.
Greenberg, Lorry	Assistant Principal	Serves as an instructional leader, engages stakeholders and collaborates in the school's decision making process. In addition, overseeing the teacher and staff evaluations and instruction in Science, ESE, and Electives, Title 1, Professional Development, Attendance, Customer Surveys. Mr. Greenberg is our Security and Safety Administrator who oversees all drills and our school's safety plan
Williams-Daniel, Tangela	Assistant Principal	Serves as an instructional leader, engages stakeholders and collaborates in the school's decision making process. In addition, overseeing the teacher and staff evaluations and instruction in Social Studies, Math, and Clerical. Dr. Daniel is the administrator overseeing the SIP Plan and is responsible for our facilities team.

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 invited to pre-scheduled monthly SAC meetings where school academic and behavioral data is shared, reviewed and discussed. In addition, we highlight school activities, recognition, student experiences, needs, preferences, resources and supports that are available. We also welcome input and feedback from the community to address student, teacher, and staff needs in an effort to enhance and improve teaching and learning.

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 will be monitored regularly with a focus on increasing student performance via developing monthly checkpoints, ensuring fidelity of instructional implementation of standards during weekly classroom walkthroughs, creating new targets based upon the monthly checkpoints, revising goals based upon the data from monthly checkpoints, identifying strengths and weaknesses, celebrating successes, providing PD and learning opportunities to address challenges and sharing data reports for student and teacher performance data during monthly student and quarterly teacher data chats, as well as monthly staff and grade level meetings.

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	80%
2022-23 Economically Disadvantaged (FRL) Rate	77%
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	76	115	142	333
One or more suspensions	0	0	0	0	0	0	71	73	52	196
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	8	42	4	54
Course failure in Math	0	0	0	0	0	0	22	48	22	92
Level 1 on statewide ELA assessment	0	0	0	0	0	0	79	135	122	336
Level 1 on statewide Math assessment	0	0	0	0	0	0	45	100	64	209
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	31	10	41

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	71	145	109	325

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	1	0	2
Students retained two or more times	0	0	0	0	0	0	3	2	32	37

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	63	90	104	257
One or more suspensions	0	0	0	0	0	0	76	71	86	233
Course failure in ELA	0	0	0	0	0	0	17	24	9	50
Course failure in Math	0	0	0	0	0	0	31	35	45	111
Level 1 on statewide ELA assessment	0	0	0	0	0	0	83	97	103	283
Level 1 on statewide Math assessment	0	0	0	0	0	0	127	98	90	315
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	63	24	25	112

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	126	116	130	372

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	2	58	61
Students retained two or more times	0	0	0	0	0	0	2	0	15	17

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	63	90	104	257
One or more suspensions	0	0	0	0	0	0	76	71	86	233
Course failure in ELA	0	0	0	0	0	0	17	24	9	50
Course failure in Math	0	0	0	0	0	0	31	35	45	111
Level 1 on statewide ELA assessment	0	0	0	0	0	0	83	97	103	283
Level 1 on statewide Math assessment	0	0	0	0	0	0	127	98	90	315
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	63	24	25	112

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	126	116	130	372

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	2	58	61
Students retained two or more times	0	0	0	0	0	0	2	0	15	17

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*	51	53	49	50	54	50	53		
ELA Learning Gains				49			45		
ELA Lowest 25th Percentile				44			35		
Math Achievement*	58	56	56	52	41	36	48		
Math Learning Gains				61			32		
Math Lowest 25th Percentile				56			21		
Science Achievement*	56	50	49	50	52	53	48		
Social Studies Achievement*	68	67	68	70	63	58	59		
Middle School Acceleration	73	70	73	84	51	49	63		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	54	42	40	48	74	76	45		

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	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	360
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	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	564
Total Components for the Federal Index	10
Percent Tested	98
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	34	Yes	4	
ELL	45			
AMI				
ASN	88			
BLK	57			
HSP	57			
MUL	70			
PAC				
WHT	65			
FRL	54			

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	43			
AMI				
ASN	78			
BLK	52			
HSP	54			
MUL	71			
PAC				
WHT	63			
FRL	50			

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	51			58			56	68	73			54
SWD	21			30			27	44	47		5	
ELL	29			45			39	46	54		6	54
AMI												
ASN	76			91			92	93	86		5	
BLK	48			48			50	62	77		5	
HSP	48			57			50	66	69		6	52
MUL	61			55			86	73	77		5	
PAC												
WHT	53			66			63	77	66		5	
FRL	46			49			49	61	67		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	50	49	44	52	61	56	50	70	84			48
SWD	21	42	44	21	40	42	22	40				
ELL	30	44	47	40	54	52	23	54	42			48
AMI												
ASN	76	54		79	68		73	100	97			
BLK	42	50	45	43	58	52	39	60	83			
HSP	47	47	44	49	60	58	48	65	76			46
MUL	60	52		67	67		80	83	85			
PAC												
WHT	59	52	43	63	66	61	55	82	85			
FRL	42	44	40	44	60	56	38	57	70			

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	45	35	48	32	21	48	59	63			45
SWD	16	32	32	15	22	26	18	26	31			
ELL	46	55	45	34	32	23	15	44	40			45
AMI												
ASN	81	62		69	43		54	82	77			
BLK	41	37	27	38	26	15	34	57	49			
HSP	51	48	47	43	33	30	46	53	57			45
MUL	68	52		66	39			80				
PAC												
WHT	61	45	17	60	34	16	63	61	73			
FRL	44	41	36	36	28	21	32	52	49			44

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	45%	49%	-4%	47%	-2%
08	2023 - Spring	48%	49%	-1%	47%	1%
06	2023 - Spring	50%	50%	0%	47%	3%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	56%	54%	2%	54%	2%
07	2023 - Spring	48%	51%	-3%	48%	0%
08	2023 - Spring	58%	46%	12%	55%	3%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	42%	38%	4%	44%	-2%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	48%	48%	50%	46%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	46%	49%	48%	47%

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	90%	63%	27%	63%	27%

CIVICS

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	64%	0%	66%	-2%

III. Planning for Improvement

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

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

The data revealed the lowest performance in ELA proficiency over the last three years from 2019 to present is (2019=57%, 2021=53%, 2022=50% and 2023=48%) and there was also a decrease in ELA proficiency for Students With Disabilities (SWD) from 2019 to present (2019=19%, 2021=16%, 2022=21% and 2023=10%) which are all below 41%.

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 the previous year was ELA proficiency for SWD which was a decrease of 11 percentage points (2022=21% to 2023=10%). There were several impactful personnel/staff changes during the 22-23 school year in regards to multiple ESE Specialists, ESE support facilitators, and administration. Additionally, a large number of nonproficient students that required reading were placed into an intensive reading class where teachers were new to the instructional program and curriculum and were not adequately trained on the delivery and implementation.

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

The data element that had the greatest gap when compared to the state average was the SWD. The expectation is to be at 41% or higher and SSMS achieved only 10% in 2023, 21% in 2022, 16% in 2021 and 19% in 2019. The factors that contributed to the lack of progress with our SWD in ELA is the inconsistency with teacher retention and an entire staff change with our ESE department, as well as students working online virtually during COVID.

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

The data component that showed the most improvement was Math. The actions are as follows: There was more consistency in the math department in terms of staff and leadership with the implementation of a new math series and the online IXL math program.

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

As the district moves towards a new scientific approach to reading, "The Science of Reading" our concern is ensuring that teachers are trained in the philosophy of the various areas of reading (i.e. phonemic awareness, phonics, fluency, vocabulary and comprehension).

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

Ensuring that literacy strategies are taught and implemented throughout all content areas, Data chats that are reflective and drive instruction, Utilization of the Backwards Design to ensure that we are focusing on our end goal, Implement the Schoolwide Positive Behavior Plan and ensure that is is carried out with fidelity to reduce the number of negative encounters and Celebrate the Successes through the utilization of our Life Skills and Wellness Plan.

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 ELA proficiency data for SWD has not been at a level of acceptable performance for three consecutive years. The lack of human resources may have contributed to the downward trend. In addition, there is a critical need for increased collaboration among the ELA, Reading and ESE departments to ensure that the instructional programs are carried out with consistency, fidelity and ongoing progress monitoring.

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

By June of 2024, the percentage of students identified in the SWD subgroup will show an increase in proficiency by 3% overall as evidenced by PM 3 FAST Assessment. In addition our lowest 25% will also show an increase by 5% overall in learning gains earned.

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

The area of focus will be monitored through HMH Growth Measure, Common Assessment Unit tests found in HMH, and comparison of PM 1 FAST, PM 2 FAST, and PM 3 FAST to reflect growth.

Person responsible for monitoring outcome:

Lorry Greenberg (lorry.greenberg@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 evidence based - interventions that will be implemented to support these gains are as follows: All teachers throughout the 23/24 school year will be encouraged to enroll in PD courses for "Science of Reading". Administrators will be monitoring through classroom observations that all tools taught in the trainings are being utilized with fidelity. In addition will will be offering our ELO Camps to those identified students as additional supportive programs.

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

Base on PM 3 FAST data only 10% of our SWD subgroup achieved proficiency.

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/student data chats
administrative teacher data chats
Administrative classroom walkthroughs and observations
Modeling and professional development

Common Formative assessments
PLC collaboration

Person Responsible: Melinda Frame-Wessinger (melinda.wessinger@browardschools.com)

By When: By September 12th, we will begin the data chats and observations which will be conducted throughout the year and close by early May 2024.

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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

It is our goal to provide an atmosphere where teachers are able to express their views and assist in problem solving. We want teachers to understand that we view them as joint policy and decision makers and plan to acknowledge their value as educators. An area of improvement is to establish more positive and worthwhile relationships with teachers as means to best impact teacher wellbeing, by creating an enironment that provides a sense of belonging and a collaborative spirit. These relationships will be built by engaging in trainings, professional development, as well as providing self care and resilience strategies through lifeskills and wellness committee.

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

By June of 2024, the percentage of teacher retention will be 85%.

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

The area of focus will be monitored through the customer survey that is provided by the district in Spring 2024.

Person responsible for monitoring outcome:

Denise Depasquale (denise.depasquale@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 evidence based- interventions that will be implemented for this Area of Focus to support retention are as follows:
-TIER and Department Chairs, provide teachers with mentors, support and professional development
-Teacher incentives inlcude recognition through our "Gator Growl" Program, Teacher Spotlight in "THINK Sawgrass", focuses on the teacher's best practices in the classroom.

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

The rationale for selecting this specific strategy was based on the retention rate of teachers from 2022-2023 school year 83%.

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.

No action steps were entered for this area of focus

#3. -- Select below -- specifically relating to

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.

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

Person responsible for monitoring outcome:

[no one identified]

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.)

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

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.

No action steps were entered for this area of focus

#4. -- Select below -- specifically relating to

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.

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

Person responsible for monitoring outcome:

[no one identified]

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.)

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

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.

No action steps were entered for this area of focus

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 SAC committee receives requests for money for programs and activities that benefit students academically and encourage engagement and reward. The committee votes to approve or not approve the funds.

Title I Requirements

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

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

Dissemination of the SIP is ensured through the following methods:
-SIP is placed on the schools website
-SIP is reviewed monthly in SAC meetings as well as staff meetings
-SIP is available at Single Point to be distributed as needed to parents/guardians

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 plans to build positive relationships with parents, families and other community stakeholders through the following:
-the use of THINK Sawgrass, a social media platform designed to highlight great happenings and parent trainings/workshops
-PTA, Band Boosters, SAC/SAF, are groups that provide opportunities for parents/guardians to become active and involved partners in their children's education.
-Planned events throughout the year such as Math NIght, Literacy Night, Sports Events/Games encourage families to participate.

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))

The school plans to strengthen the academic program through the following:
-Accelerated curriculum - 6 high credit courses can be earned before entering high school
- school invested in IXL - Accellerated Math Program
-offer Accellerated programs after school and on Saturdays, in addition to intervention programs for students that need extra support
-offer 2 online courses that students can gain Industrial Certification in Computer Science using Python, JAVA and HTML

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

We are a CEP School, Community Eligibility Provision, providing free breakfast and lunch to all students. Students services provide students with counseling and training regarding violence prevention and anti-bullying awareness.

Parent surveys indicate if a family is homeless. Student Services supports and connects families with the HEART program.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school ensures improvement of students outside of the academic subject areas through the following:
-counseling, student services provide one-on-one meetings or small group sessions with their students
-school-based mental health services, the school social worker provides wellness checks and works with homeless students through the HEART Program.
-school-based mental health services, school psychologist conducts evaluations for ESE students
-teachers attend training sessions regarding social/emotional strategies that encourage wellbeing of students.
-begin morning announcements with a "moment of silence" to collect our thoughts as a positive start to each day
-partner with elementary schools in the feeder pattern and provide activities to ensure incoming students feel comfortable.
-partner with high schools in the feeder pattern and provide activities to ensure outcoming students feel comfortable.

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))

Naviance with all students in order to assist them in planning for high school, college, and career. In addition, students in our computer classes will have the opportunity to earn industry certifications before entering high school. We provide other courses that provide up to 5 high school credits before leaving middle school and enterting high school. Lastly, we have established partnerships with JA World, who encourage and present career opportunities to our students.

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

The MTSS Team, Multi-Tiered system of support, meets a minimum of once a week. The team reviews all TIER 1 strategies that have been entered into BASIS. The team provides assistance and support to the student as well as the teacher to ensure the students are successful.

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))

The Professional Development Committee meets regularly. Trainings are delivered based on the teacher-needs assessments. These trainings, like Science of Reading, ensures that teachers implement lessons and/or activities that are in line with the districts curriculum through core content ares.

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