

Broward County Public Schools

# New Renaissance Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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# New Renaissance Middle School

10701 MIRAMAR BLVD, MIRAMAR, FL 33025

[ 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),<br>(7)(A)(iii)(I-V)-(B)<br>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.**

New Renaissance Middle is committed to providing students a rigorous curriculum that aims to develop inquiring, knowledgeable, and caring students that see the world through a more global and intercultural perspective that supports understanding and respect.

#### **Provide the school's vision statement.**

The vision of New Renaissance Middle School is to produce members of society that demonstrate good character, exude excellence and exemplify respect for all.

### 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   |
|------------------|----------------|---|
| Toliver, Earnest | Principal      | <p>The school Principal shall:</p> <p><b>INSTRUCTIONAL LEADERSHIP:</b></p> <ol style="list-style-type: none"> <li>1. Exercise proactive leadership in promoting the vision and mission of the District’s Strategic Plan.</li> <li>2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District’s mission and goals through active participation of stakeholders’ involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</li> <li>3. Achieve expected results on the school’s student learning goals.</li> <li>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</li> <li>5. Demonstrate that student learning is a top priority through leadership actions that build School Principal (cont.) and support a learning organization focused on school success.</li> <li>6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</li> <li>7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff.</li> <li>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</li> <li>9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.</li> <li>10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</li> <li>11. Structure and monitor a school learning environment that improves learning for a diverse student population.</li> <li>12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.</li> </ol> |

| Name | Position Title | Job Duties and Responsibilities  |
|------|----------------|--|
|      |                | <p>13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community</p> |



| Name                   | Position Title             | Job Duties and Responsibilities   |
|------------------------|----------------------------|---|
|                        |                            | <p>involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>School Principal</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance &amp; Accountability or designee, consistent with the goals and objectives of the position.</p> |
| <p>Knowles, Kienna</p> | <p>Assistant Principal</p> | <p>The Assistant School Principal shall</p> <p>LEADERSHIP:</p> <p>1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.*</p> <p>2. Exercise proactive leadership in promoting the vision and mission of the District's</p>  |

| Name | Position Title | Job Duties and Responsibilities  |
|------|----------------|--|
|      |                | <p>Strategic Plan and Sterling Quality Initiatives.</p> <ol style="list-style-type: none"> <li>3. Model and maintain high standards of professional conduct.</li> <li>4. Set high standards and expectations for self, others, and school.</li> <li>5. Maintain an active involvement in the school improvement planning process.*</li> <li>6. Use quality improvement principles and processes in daily administration of school.*</li> <li>7. Anticipate difficult situations and develop plans to handle them.</li> <li>8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn.</li> <li>9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.*</li> <li>10. Assist in providing leadership and direction for all aspects of the school's operation.</li> <li>11. Build teams to accomplish plans, goals and priorities.</li> <li>12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.</li> <li>13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.</li> <li>14. Assist in establishing and utilizing the Sterling process to ready the school and community for change.</li> <li>15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.*</li> <li>16. Maintain visibility and accessibility on the school campus and at school related activities and events.</li> <li>17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.</li> <li>18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</li> <li>19. Assist in providing leadership to involve the school in quality initiatives.*</li> </ol> |

| Name | Position Title | Job Duties and Responsibilities  |
|------|----------------|--|
|      |                | <p>20. Assist with aligning school initiatives with District, state, and school goals and objectives.</p> <p>21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.</p> <p>22. Communicate school information, goals, student learning and behavior expectations to all customer groups.*</p> <p>23. Use effective communication techniques with students, teachers, parents and stakeholders.</p> <p>24. Provide for the articulation of the school's instructional program among school personnel.</p> <p>25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature.</p> <p>26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.</p> <p>27. Assist in the planning and implementation of initiatives in the Innovation Zone.</p> <p><b>INFORMATION &amp; ANALYSIS:</b></p> <p>28. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.*</p> <p>29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.</p> <p>30. Address the diverse needs of the school population consistent with the District's Strategic Plan.</p> <p>31. Analyze and use data for decision-making or to improve actions, plans and process.*</p> <p>32. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.</p> <p>33. Access, analyze, interpret and use data in decision making.</p> <p>34. Use benchmarks and comparison data in the analysis of results.*</p> <p>35. Make data accessible to all stakeholders.*</p> <p><b>STRATEGIC QUALITY PLANNING:</b></p> <p>36. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of</p> |

| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | <p>the district.*</p> <p>37. Assist with facilitating and coordinating the development of the School's Improvement Plan.</p> <p>38. Set high goals and standards for self, others and the organization.</p> <p>39. Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.*</p> <p>40. Assist in the selection and acquisition of instructional materials and equipment.</p> <p>41. Collect input and analyze data to develop goals.</p> <p>42. Assist with the management of student accounting at the assigned school as it relates to Florida Education Finance Program (FEFP) funding and future planning.</p> <p>43. Develop the master schedule and assign teachers according to identified needs.</p> <p>44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.*</p> <p>45. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.*</p> <p>46. Assist in establishing procedures to monitor processes, activities and responsibilities and respond to feedback.</p> <p>47. Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>48. Assist with facilitating the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.</p> <p>49. Assist with providing recognition and celebration for student, staff, and school accomplishments.</p> <p>School Assistant Principal<br/>CUSTOMER FOCUS:</p> <p>50. Develop positive relationships with customers (students, parents, teachers, community, etc.).*</p> <p>51. Assist with facilitating a program of family and community involvement.</p> <p>52. Serve as arbitrator for serious discipline problems in accordance with District policy and state statues.</p> |

| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | <p>53. Develop and maintain positive school/community relations and act as liaison between the two.</p> <p>54. Assist in promoting/marketing the school and its priorities to the community.</p> <p>55. Assist in establishing processes and methods to respond to valid customer requirements.*</p> <p>56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.</p> <p>57. Work with parents to resolve complaints or concerns.</p> <p>58. Interact with government and service agencies relative to student welfare.</p> <p>59. Assist in establishing processes to determine customer needs and level of satisfaction.*</p> <p>60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.</p> <p>61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized.</p> <p>62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.*</p> <p>63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community.</p> <p>64. Assist with the development of activities with business partners that promote student achievement.</p> <p><b>HUMAN RESOURCES:</b></p> <p>65. Assist in analyzing data and information to plan staff development to accomplish school goals.*</p> <p>66. Assist with the completion of the annual Needs Assessment to determine staff development.</p> <p>67. Assist with providing staff development opportunities and feedback to personnel at the assigned school.</p> <p>68. Assist in building a school community and environment which supports learning and growth for everyone toward realization of the school's mission.*</p> <p>69. Assist with the development and implementation of</p> |

| Name | Position Title | Job Duties and Responsibilities  |
|------|----------------|--|
|      |                | <p>an effective staff development program.</p> <p>70. Participate in District management meetings and other activities to enhance professional development.</p> <p>71. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.</p> <p>72. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>School Assistant Principal</p> <p>73. Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.*</p> <p>74. Delegate responsibilities to appropriate staff members.</p> <p>75. Consider data and results from action research when solving problems and improving processes.</p> <p>76. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.*</p> <p>77. Assign tasks and supervise personnel in task accomplishment including special projects.</p> <p>78. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>79. Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.*</p> <p>80. Assist with interviewing and selection of qualified personnel to be recommended for appointment.</p> <p>81. Assist with establishing job assignments and supervising of all assigned personnel, conducting annual performance appraisals, and making recommendations for appropriate employment actions according to School Board Policy and Procedures adopted by the School Board.</p> <p>82. Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p> |

| Name | Position Title | Job Duties and Responsibilities  |
|------|----------------|--|
|      |                | <p>83. Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.*</p> <p>MANAGEMENT OF PROCESSES:</p> <p>84. Assist in identifying quality requirements of materials/services and communicates this information to parents, community and suppliers.*</p> <p>85. Access District and community resources to meet school needs.</p> <p>86. Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.</p> <p>87. Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action.*</p> <p>88. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs and services.*</p> <p>89. Understand, support, and implement School Board, State, and Federal Policies, procedures, negotiated agreements and district decisions.*</p> <p>90. Assist with the implementation and administration of negotiated employee contracts at the school site.</p> <p>91. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>OPERATIONAL RESULTS:</p> <p>92. Show positive trends in the achievement of improvement goals in the areas of operation (key goals), business practices (efficiency) and customer satisfaction.*</p> <p>93. Assist with managing and supervising the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.</p> <p>94. Assist with establishing and managing student accounting and attendance procedures at the assigned school.</p> <p>95. Supervise and monitor the accurate completion of data collection and submits resulting reports according to timelines.</p> <p>96. Assist with the writing and dissemination of newsletters, memos, letters, press</p> |

| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | <p>releases, agendas, and other materials using proper grammar and punctuation.</p> <p>97. Provide leadership in the effective use of technology in the classroom and in school administration.</p> <p>98. Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs.</p> <p>99. Assist with monitoring the custodial program at the school to ensure a clean, healthy, and safe learning environment.</p> <p>100. Assist with coordinating plant safety and facility inspections at the assigned school.</p> <p>101. Supervise transportation services at the assigned school.</p> <p>102. Assist with the supervision of all extracurricular programs at the assigned school.</p> <p>103. Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements.</p> <p>104. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of the School Board of Broward County.</p> <p>105. Ensure adherence to good safety procedures.</p> <p>106. Perform other incidental tasks consistent with the goals and objectives of this position.</p> |

|                |               |  |
|----------------|---------------|--|
| Ingram, Jamila | Reading Coach | <p><b>ESSENTIAL PERFORMANCE RESPONSIBILITIES:</b><br/>                     The Coach, Literacy shall:</p> <ol style="list-style-type: none"> <li>1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement</li> <li>2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing.</li> <li>3. build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning.</li> <li>4. serve on the school’s professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate</li> </ol> <p>Coach, Literacy (cont.) SBBC: KK-034</p> |
|----------------|---------------|--|



| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | <p>research based professional learning through the school’s professional learning communities.</p> <p>5. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons.</p> <p>6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community.</p> <p>7. analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement.</p> <p>8. maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required.</p> <p>9. participate and engage in monthly content related professional learning and learning communities.</p> <p>10. promote collegiality through collaborative work and reflective practices with teachers and administrators.</p> <p>11. support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning.</p> <p>12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction.</p> <p>13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Fl.</p> <p>14. participate successfully in ongoing professional learning offered to increase the individual’s skill and proficiency related to the job responsibilities.</p> <p>15. review current developments, literature and technical sources of information related to job responsibilities.</p> <p>16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)</p> <p>17. ensure adherence to good safety procedures.</p> |

| Name                           | Position Title       | Job Duties and Responsibilities  |
|--------------------------------|----------------------|--|
|                                |                      | <p>18. follow federal and state laws, as well as School Board policies.<br/>                     19. perform other duties as assigned by the principal or designee.</p>  |
| <p>Williams,<br/>Andreanna</p> | <p>Teacher, K-12</p> | <p>SAC Chair<br/>                     The Teacher shall:<br/>                     1. ASSESSMENT<br/>                     use assessment strategies (traditional and alternative) which are aligned with the curriculum and standards to assist in the continuous development of the learner.<br/>                     2. COMMUNICATION<br/>                     use effective communication techniques with students, parents, and all other stakeholders.<br/>                     3. CONTINUOUS IMPROVEMENT<br/>                     Teacher (Cont.) JJ-010<br/>                     engage in planned continuous professional quality improvement for self and school.<br/>                     4. CRITICAL THINKING<br/>                     use appropriate techniques and strategies which promote and enhance critical, creative, and evaluate thinking capabilities of students.<br/>                     5. DIVERSITY<br/>                     use appropriate instructional strategies and materials that reflect each student's culture, learning styles, special needs, and socio-economic background.<br/>                     6. ETHICS AND REGULATIONS<br/>                     fulfill the terms of any affected written contract and adhere to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and assist in the enforcement of all federal, state and district board regulations.<br/>                     7. HUMAN DEVELOPMENT AND LEARNING<br/>                     use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.<br/>                     8. KNOWLEDGE SUBJECT MATTER<br/>                     demonstrate knowledge and understanding of the subject matter.<br/>                     9. LEARNING ENVIRONMENTS<br/>                     establish a classroom management system that maintains appropriate discipline and creates a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.<br/>                     Teacher (Cont.) JJ-010<br/>                     10. PLANNING</p> |

| Name | Position Title | Job Duties and Responsibilities  |
|------|----------------|--|
|      |                | <p>plan, align, implement, and evaluate effective instruction and assessment in a variety of learning environments.</p> <p>11. ROLE OF THE TEACHER<br/>work with peers, parents, community, and other stakeholders in the continuous improvement of the educational experiences of students.</p> <p>12. TECHNOLOGY<br/>integrate appropriate technology in teaching and learning processes.</p> <p>13. ESOL REQUIREMENT<br/>complete the training and obtain the endorsement outlined in State Board of Education rules and/or guidelines if assigned limited English proficient (LEP) students.</p> <p>14. RECORD KEEPING<br/>keep school records and prepare and submit such reports as may be required by law, by regulations of the state board or school district.</p> <p>15. PROPERTY<br/>account for all other school property (keys, records, reports, personal computers, etc.) to the principal of the school or to the Superintendent as may be prescribed by regulations of the state board and of The School Board of Broward County.</p> <p>16. ADDITIONAL RESPONSIBILITIES<br/>Teacher (Cont.) JJ-010</p> <ul style="list-style-type: none"> <li>a. perform and promote all activities in compliance with equal employment and nondiscrimination policies.</li> <li>b. ensure adherence to good safety procedures.</li> <li>c. follow federal and state laws, as well as School Board policies.</li> <li>d. perform other duties as assigned by the principal.</li> </ul> |

**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 school improvement team, in collaboration with the School Advisory Council, develops and monitor the progress of a school improvement plan that addresses student achievement needs. Teachers and school staff collaborate to develop goals and plans.

**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 goals are reviewed monthly via leadership team meetings and the data is shared monthly during SAC meetings. The plan is adjust accordingly based on progress monitoring data.

**Demographic Data**

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

|  |   |
|--|---|
| <b>2023-24 Status</b><br>(per MSID File)   | Active  |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Middle School<br>6-8  |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education  |
| <b>2022-23 Title I School Status</b>   | Yes   |
| <b>2022-23 Minority Rate</b>   | 97%   |
| <b>2022-23 Economically Disadvantaged (FRL) Rate</b>   | 100%  |
| <b>Charter School</b>  | No  |
| <b>RAISE School</b>  | No  |
| <b>ESSA Identification</b><br>*updated as of 3/11/2024   | ATSI  |
| <b>Eligible for Unified School Improvement Grant (UniSIG)</b>  | No  |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)*<br>English Language Learners (ELL)<br>Asian Students (ASN)<br>Black/African American Students (BLK)<br>Hispanic Students (HSP)<br>Multiracial Students (MUL)*<br>White Students (WHT)*<br>Economically Disadvantaged Students (FRL) |
| <b>School Grades History</b><br>*2022-23 school grades will serve as an informational baseline.  | 2021-22: C<br>2019-20: C<br>2018-19: C<br>2017-18: C  |
| <b>School Improvement Rating History</b>   |   |
| <b>DJJ Accountability Rating History</b>   |   |

**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 | 88  | 104 | 133 | 325   |
| One or more suspensions   | 0           | 0 | 0 | 0 | 0 | 0 | 58  | 78  | 78  | 214   |
| Course failure in English Language Arts (ELA)   | 0           | 0 | 0 | 0 | 0 | 0 | 1   | 16  | 38  | 55    |
| Course failure in Math  | 0           | 0 | 0 | 0 | 0 | 0 | 16  | 6   | 8   | 30    |
| Level 1 on statewide ELA assessment   | 0           | 0 | 0 | 0 | 0 | 0 | 124 | 173 | 167 | 464   |
| Level 1 on statewide Math assessment  | 0           | 0 | 0 | 0 | 0 | 0 | 112 | 142 | 135 | 389   |
| 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   | 19  | 22  | 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 | 115 | 158 | 163 | 436   |

**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 | 0 | 1 | 51 | 52    |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4  | 57    |

**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 | 111 | 131 | 125 | 367   |
| One or more suspensions   | 0           | 0 | 0 | 0 | 0 | 0 | 70  | 63  | 41  | 174   |
| Course failure in ELA   | 0           | 0 | 0 | 0 | 0 | 0 | 15  | 10  | 6   | 31    |
| Course failure in Math  | 0           | 0 | 0 | 0 | 0 | 0 | 14  | 2   | 9   | 25    |
| Level 1 on statewide ELA assessment   | 0           | 0 | 0 | 0 | 0 | 0 | 127 | 160 | 141 | 428   |
| Level 1 on statewide Math assessment  | 0           | 0 | 0 | 0 | 0 | 0 | 184 | 176 | 210 | 570   |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0           | 0 | 0 | 0 | 0 | 0 | 44  | 20  | 20  | 84    |

**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 | 153 | 156 | 148 | 457   |

**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 | 3 | 17 | 21    |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 5  | 7     |

**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 | 111 | 131 | 125 | 367   |
| One or more suspensions   | 0           | 0 | 0 | 0 | 0 | 0 | 70  | 63  | 41  | 174   |
| Course failure in ELA   | 0           | 0 | 0 | 0 | 0 | 0 | 15  | 10  | 6   | 31    |
| Course failure in Math  | 0           | 0 | 0 | 0 | 0 | 0 | 14  | 2   | 9   | 25    |
| Level 1 on statewide ELA assessment   | 0           | 0 | 0 | 0 | 0 | 0 | 127 | 160 | 141 | 428   |
| Level 1 on statewide Math assessment  | 0           | 0 | 0 | 0 | 0 | 0 | 184 | 176 | 210 | 570   |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0           | 0 | 0 | 0 | 0 | 0 | 44  | 20  | 20  | 84    |

**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 | 153 | 156 | 148 | 457   |

**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 | 3 | 17 | 21    |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 5  | 7     |

**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*                | 41     | 53       | 49    | 34     | 54       | 50    | 36     |          |       |
| ELA Learning Gains              |        |          |       | 42     |          |       | 40     |          |       |
| ELA Lowest 25th Percentile      |        |          |       | 36     |          |       | 35     |          |       |
| Math Achievement*               | 34     | 56       | 56    | 23     | 41       | 36    | 20     |          |       |
| Math Learning Gains             |        |          |       | 45     |          |       | 13     |          |       |
| Math Lowest 25th Percentile     |        |          |       | 61     |          |       | 21     |          |       |
| Science Achievement*            | 40     | 50       | 49    | 36     | 52       | 53    | 30     |          |       |
| Social Studies Achievement*     | 55     | 67       | 68    | 57     | 63       | 58    | 34     |          |       |
| Middle School Acceleration      | 76     | 70       | 73    | 68     | 51       | 49    | 57     |          |       |
| Graduation Rate                 |        |          |       |        | 49       | 49    |        |          |       |
| College and Career Acceleration |        |          |       |        | 70       | 70    |        |          |       |
| ELP Progress                    | 67     | 42       | 40    | 63     | 74       | 76    | 54     |          |       |

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

| 2021-22 ESSA Federal Index                     |      |
|--|------|
| ESSA Category (CSI, TSI or ATSI)               | ATSI |
| OVERALL Federal Index – All Students           | 52   |
| OVERALL Federal Index Below 41% - All Students | No   |
| Total Number of Subgroups Missing the Target   | 2    |
| Total Points Earned for the Federal Index      | 313  |
| Total Components for the Federal Index         | 6    |
| Percent Tested                                 | 99   |
| Graduation Rate                                |      |

| 2021-22 ESSA Federal Index           |      |
|--------------------------------------|------|
| ESSA Category (CSI, TSI or ATSI)     | ATSI |
| OVERALL Federal Index – All Students | 47   |

| 2021-22 ESSA Federal Index                     |     |
|--|-----|
| OVERALL Federal Index Below 41% - All Students | No  |
| Total Number of Subgroups Missing the Target   | 3   |
| Total Points Earned for the Federal Index      | 465 |
| 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                                | 20                              | Yes                | 4   | 1   |
| ELL                                | 47                              |                    |   |   |
| AMI                                |                                 |                    |   |   |
| ASN                                | 69                              |                    |   |   |
| BLK                                | 48                              |                    |   |   |
| HSP                                | 53                              |                    |   |   |
| MUL                                | 20                              | Yes                | 4   | 2   |
| PAC                                |                                 |                    |   |   |
| WHT                                | 41                              |                    |   |   |
| FRL                                | 49                              |                    |   |   |

| 2021-22 ESSA SUBGROUP DATA SUMMARY |                                 |                    |   |   |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup                      | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD                                | 34                              | Yes                | 3   |   |
| ELL                                | 41                              |                    |   |   |
| AMI                                |                                 |                    |   |   |
| ASN                                | 61                              |                    |   |   |
| BLK                                | 45                              |                    |   |   |
| HSP                                | 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% |
| MUL                                | 20                              | Yes                | 3   | 1   |
| PAC                                |                                 |                    |   |   |
| WHT                                | 12                              | Yes                | 1   | 1   |
| FRL                                | 45                              |                    |   |   |

**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                                   | 41       |        |             | 34        |         |              | 40       | 55      | 76        |                   |                     | 67           |
| SWD  | 17       |        |             | 18        |         |              | 13       | 30      |           |                   | 4                   |              |
| ELL  | 32       |        |             | 31        |         |              | 35       | 46      | 73        |                   | 6                   | 67           |
| AMI  |          |        |             |           |         |              |          |         |           |                   |                     |              |
| ASN  | 54       |        |             | 56        |         |              | 79       |         | 85        |                   | 4                   |              |
| BLK  | 40       |        |             | 32        |         |              | 37       | 55      | 75        |                   | 5                   |              |
| HSP  | 43       |        |             | 38        |         |              | 45       | 48      | 78        |                   | 6                   | 63           |
| MUL  | 13       |        |             | 27        |         |              |          |         |           |                   | 2                   |              |
| PAC  |          |        |             |           |         |              |          |         |           |                   |                     |              |
| WHT  | 46       |        |             | 36        |         |              |          |         |           |                   | 2                   |              |
| FRL  | 39       |        |             | 33        |         |              | 36       | 54      | 75        |                   | 6                   | 56           |

| 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                                   | 34       | 42     | 36          | 23        | 45      | 61           | 36       | 57      | 68        |                   |                     | 63           |
| SWD  | 17       | 34     | 29          | 14        | 42      | 46           | 23       | 32      | 69        |                   |                     |              |
| ELL  | 24       | 46     | 49          | 19        | 39      | 48           | 23       | 50      | 48        |                   |                     | 63           |
| AMI  |          |        |             |           |         |              |          |         |           |                   |                     |              |
| ASN  | 52       | 61     |             | 63        | 63      |              | 47       | 83      | 58        |                   |                     |              |

| 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 |
| BLK  | 31       | 40     | 32          | 20        | 45      | 60           | 36       | 55      | 71        |                   |                     | 61           |
| HSP  | 46       | 52     | 50          | 28        | 47      | 65           | 36       | 62      | 63        |                   |                     | 67           |
| MUL  | 21       | 20     |             | 14        | 25      |              |          |         |           |                   |                     |              |
| PAC  |          |        |             |           |         |              |          |         |           |                   |                     |              |
| WHT  | 6        | 7      |             | 0         | 33      |              |          |         |           |                   |                     |              |
| FRL  | 33       | 41     | 35          | 22        | 44      | 57           | 34       | 56      | 66        |                   |                     | 59           |

| 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                                   | 36       | 40     | 35          | 20        | 13      | 21           | 30       | 34      | 57        |                   |                     | 54           |
| SWD  | 18       | 31     | 32          | 9         | 18      | 27           | 11       | 18      | 31        |                   |                     |              |
| ELL  | 40       | 44     | 30          | 21        | 21      | 32           | 21       | 35      | 60        |                   |                     | 54           |
| AMI  |          |        |             |           |         |              |          |         |           |                   |                     |              |
| ASN  | 60       | 54     |             | 42        | 17      |              |          |         |           |                   |                     |              |
| BLK  | 34       | 37     | 34          | 19        | 12      | 18           | 30       | 33      | 56        |                   |                     |              |
| HSP  | 42       | 46     | 37          | 23        | 18      | 38           | 28       | 40      | 51        |                   |                     | 65           |
| MUL  | 21       | 36     |             | 18        | 18      |              |          |         |           |                   |                     |              |
| PAC  |          |        |             |           |         |              |          |         |           |                   |                     |              |
| WHT  | 50       | 33     |             | 6         | 6       |              |          |         |           |                   |                     |              |
| FRL  | 35       | 38     | 32          | 18        | 13      | 21           | 28       | 35      | 53        |                   |                     | 47           |

**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 | 29%    | 49%      | -20%                       | 47%   | -18%                    |
| 08    | 2023 - Spring | 37%    | 49%      | -12%                       | 47%   | -10%                    |

| ELA   |               |        |          |                            |       |                         |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year          | School | District | School-District Comparison | State | School-State Comparison |
| 06    | 2023 - Spring | 41%    | 50%      | -9%                        | 47%   | -6%                     |

| MATH  |               |        |          |                            |       |                         |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year          | School | District | School-District Comparison | State | School-State Comparison |
| 06    | 2023 - Spring | 41%    | 54%      | -13%                       | 54%   | -13%                    |
| 07    | 2023 - Spring | 30%    | 51%      | -21%                       | 48%   | -18%                    |
| 08    | 2023 - Spring | 32%    | 46%      | -14%                       | 55%   | -23%                    |

| SCIENCE |               |        |          |                            |       |                         |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade   | Year          | School | District | School-District Comparison | State | School-State Comparison |
| 08      | 2023 - Spring | 17%    | 38%      | -21%                       | 44%   | -27%                    |

| ALGEBRA |               |        |          |                            |       |                         |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade   | Year          | School | District | School-District Comparison | State | School-State Comparison |
| N/A     | 2023 - Spring | 58%    | 48%      | 10%                        | 50%   | 8%                      |

| GEOMETRY |               |        |          |                            |       |                         |
|----------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade    | Year          | School | District | School-District Comparison | State | School-State Comparison |
| N/A      | 2023 - Spring | 62%    | 46%      | 16%                        | 48%   | 14%                     |

| BIOLOGY |               |        |          |                            |       |                         |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade   | Year          | School | District | School-District Comparison | State | School-State Comparison |
| N/A     | 2023 - Spring | 94%    | 63%      | 31%                        | 63%   | 31%                     |

| CIVICS |               |        |          |                            |       |                         |
|--------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade  | Year          | School | District | School-District Comparison | State | School-State Comparison |
| N/A    | 2023 - Spring | 49%    | 64%      | -15%                       | 66%   | -17%                    |

### III. Planning for Improvement

**Data Analysis/Reflection**

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

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

Based on the FAST PM 3 assessment the lowest performance component was Reading/ELA with 36% of students proficient. Some contributing factors include, new testing model and students are still recovery for the pandemic learning lost.

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

Based on the FAST PM 3 data assessment each New Renaissance showed an incline in student scores for both ELA/Reading and Math. The ELA data increased from 34% to 36%, while the Math data increased from 23% to 40%. Therefore, we recognize that the weakest area remains ELA with a slight improvement from the previous school year.

**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.**

Based on the FAST PM 3 Reading/ELA with 36% of students proficient had the greatest gap when compared to the state average. Some contributing factors include, new testing model, vocabulary weaknesses and decoding problems because of a learning disability. As well, word identification, fluency, comprehension, or vocabulary—can contribute to reading difficulties. When students cannot quickly and accurately recognize long and difficult words (word identification), it affects their reading rate (fluency).

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

Math increased from 23% to 40%. Additionally, the lowest 25th percentile in Math increased from 21% to 61%. The contributing factors for this success include: Intentional planning in Math, Increased hours for Extended Learning Opportunity in Math, after school tutoring and test prep sessions. Additionally, the school added a second Math coach using the ESSER Grant.

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

464 students are level 1 in ELA/Reading.  
527 students are level 1 in Math.

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

ELA/Reading Proficiency  
Math Proficiency  
High School Acceleration

**Area of Focus**

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

**#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus Description and Rationale:**

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

Being proficient in literacy skills is imperative to success in all content areas. According to the FAST PM 3, only 36% of students were identified as proficient in ELA, which was a 2% increase from the previous school year. Our goal is to create a comprehensive literacy plan that addresses the needs of these students in order to enhance their academic success, as well as increase their achievement level.

**Measurable Outcome:**

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

By June 2024, the percentage of proficient students with disabilities will be at or above 40% for ELA FAST PM 3.

By June 2024, the percentage of proficient Multi-Racial students will be at or above 36% for ELA on FAST PM 3.

By June 2024, the percentage of proficient white students will be at or above 40% for ELA on FAST PM 3.

**Monitoring:**

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

1. Identify students in the lowest quartile, determined by the 2023 FAST PM Data.
2. Administer FAST PM 1 and DAR Word Recognition Assessment to determine areas of need.
3. Set goals with students and plan with students how to reach individual goals.
4. Provide individualized lessons to meet the needs of the students
5. Progress monitor students via bi-weekly mini assessments and i-Ready

**Person responsible for monitoring outcome:**

Jamila Ingram (jamila.ingram@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 implementation of READ 180 and Systems 44 intervention models will be used. READ 180 Universal utilizes engaging and relevant content and research-based digital solutions to motivate students and increase reading fluency and comprehension. System 44 is an intervention program designed to build foundational reading and decoding skills for the most challenged readers.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

According to the data, students lack the necessary skills needed to be effective readers, because they lack the foundation skills needed to read high complexity text. In order to increase students reading and writing achievement, students have to be progress monitored, and receive effective reading instruction. READ 180 and Systems 44 will allow students to strengthen their reading skills. Specifically, word study instruction allows students learn to use complex elements of reading to decode more advanced words. Fluency and vocabulary practice by using a variety of books and materials.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify students in the lowest quartile, determined by the 2023 FAST Data.

**Person Responsible:** Jamila Ingram (jamila.ingram@browardschools.com)

**By When:** August 2023

Administer FAST PM 1 and DAR Word Recognition Assessment to determine areas of need.

**Person Responsible:** Jamila Ingram (jamila.ingram@browardschools.com)

**By When:** September 30, 2023

Set goals with students and plan with students how to reach individual goals.

**Person Responsible:** Kienna Knowles (kienna.knowles@browardschools.com)

**By When:** October 31, 2023

Provide individualized lessons to meet the needs of the students.

**Person Responsible:** Kienna Knowles (kienna.knowles@browardschools.com)

**By When:** October 31, 2023

Progress monitor students bi-weekly via grade level PLC data chats, Literacy team professional development for teachers in the Science of Reading; I-Ready to track student progress and Coaching.

**Person Responsible:** Jamila Ingram (jamila.ingram@browardschools.com)

**By When:** May 2024

## #2. Positive Culture and Environment specifically relating to Other

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Nearly 50% of the school's population is performing below a level 3 on FAST PM for ELA/Reading and Math. Of that group nearly 25% of these students are repeatedly involved in actions resulting in suspension.

### Measurable Outcome:

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

By June 2024, the amount of school suspensions will decrease by 10%.

### Monitoring:

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

A PBIS team will be established to create goals for the year. The Discipline data will be reviewed monthly to ensure the desired outcome. The data will be shared with stakeholders via SAC meetings and Staff Meetings each quarter. Additionally the following will be implemented:

**Data-Driven Decision Making:** Collect and analyze data on behavior incidents, attendance, and academic performance to identify trends and areas that need improvement. Use this data to adjust your strategies and interventions.

**Reward System:** Establish a system of rewards for positive behavior and academic achievements (recognition in assemblies, or special privileges).

**Celebrate Success:** Regularly celebrate the achievements of both individuals and the school community as a whole. This could be through awards, acknowledgments, or special events.

**Continuous Evaluation and Adaptation:**

### Person responsible for monitoring outcome:

Kienna Knowles (kienna.knowles@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.)

Develop a PBIS framework that includes clear behavior expectations, positive reinforcement strategies, and consistent consequences for negative behavior. Reward students for demonstrating positive behavior and meeting performance goals.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Creating a positive culture and environment in a school is a multi-faceted effort that requires collaboration among administrators, teachers, students, and parents. Here's an action plan to help you achieve this goal:

**Assess Current Situation:**

Conduct a thorough assessment of the current school culture, including identifying areas of concern, negative behavior patterns, and factors contributing to poor student performance.

**Set Clear Goals:**

Define specific, measurable, achievable, relevant, and time-bound (SMART) goals related to reducing negative behavior and improving student performance. For instance, you might aim to decrease disciplinary incidents by a certain percentage and increase overall student GPA.

**Strengthen Communication:**

Foster open communication among all stakeholders (students, teachers, parents, administrators) to ensure a transparent and collaborative environment. Regularly share updates, successes, and challenges through newsletters, meetings, and online platforms.

### **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.

Review Discipline data

**Person Responsible:** Kienna Knowles (kienna.knowles@browardschools.com)

**By When:** August 2023

Set Clear Goals:

Define specific, measurable, achievable, relevant, and time-bound (SMART) goals related to reducing negative behavior and improving student performance. For instance, you might aim to decrease disciplinary incidents by a certain percentage and increase overall student GPA.

**Person Responsible:** Andreanna Williams (andreanna.williams@browardschools.com)

**By When:** August 2023

Implement Positive Behavior Interventions and Supports (PBIS):

Develop a PBIS framework that includes clear behavior expectations, positive reinforcement strategies, and consistent consequences for negative behavior. Reward students for demonstrating positive behavior and meeting performance goals.

**Person Responsible:** Andreanna Williams (andreanna.williams@browardschools.com)

**By When:** August 2023

Teacher Training and Professional Development: Provide regular training for teachers on effective iCHAMPS classroom management techniques, differentiated instruction, and strategies to create an inclusive and supportive learning environment. Encourage collaboration and sharing of best practices among educators.

**Person Responsible:** Andreanna Williams (andreanna.williams@browardschools.com)

**By When:** August 2023

Data-Driven Decision Making:

Collect and analyze data on behavior incidents, attendance, and academic performance to identify trends and areas that need improvement. Use this data to adjust your strategies and interventions.

**Person Responsible:** Kienna Knowles (kienna.knowles@browardschools.com)

**By When:** Monthly until May 2024

Continuous Evaluation and Adaptation:

Regularly assess the effectiveness of your strategies through surveys, feedback from stakeholders, and quantitative data. Adapt your action plan based on the results to continuously improve the school culture and environment.



**Person Responsible:** Kienna Knowles (kienna.knowles@browardschools.com)

**By When:** May 2024

### 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).

#### 1: Identification and Assessment

**Conduct Needs Assessment:** Perform a comprehensive needs assessment to identify the specific areas where the school needs improvement. This assessment should involve analyzing academic achievement data, attendance rates, graduation rates, school climate, and other relevant indicators. The assessment will help pinpoint the root causes of the challenges the school is facing.

#### 2: Develop a School Improvement Plan (SIP)

**Gather Stakeholder Input:** Involve a diverse group of stakeholders, including teachers, parents, community members, and students, in the development of the School Improvement Plan (SIP). Their input ensures that the plan addresses the unique needs of the school and its community.

**Set Goals and Objectives:** Define clear and measurable goals and objectives that align with the identified needs. These goals should address academic achievement, school climate, and other relevant areas.

**Select Interventions and Activities:** Based on the needs assessment, choose evidence-based interventions and activities that have a high likelihood of addressing the identified challenges. These interventions could include professional development for teachers, curriculum enhancements, parent engagement initiatives, and more.

**Allocate Resources:** Allocate funding and resources to support the selected interventions and activities. This allocation should be directly tied to the needs identified in the SIP. Ensure that funding is equitable and sufficient to effectively implement the chosen strategies.

#### 3: Resource Allocation

**Prioritize Funding:** Allocate funding in a way that prioritizes the most critical needs. Schools with the greatest challenges should receive proportionately more resources to support effective intervention implementation.

**Monitor and Adjust:** Continuously monitor the progress of interventions and activities. If certain strategies are not yielding the expected results, be prepared to reallocate resources to more effective approaches. Regularly review and adjust the SIP to ensure it remains aligned with the evolving needs of the school.

#### Step 4: Reporting and Accountability

**Annual Review:** Conduct an annual review of the SIP's progress, including the allocation and utilization of resources. Assess whether the chosen interventions are leading to improvements in student outcomes and school performance.

**Transparency and Communication:** Maintain transparency by communicating progress and resource allocation decisions to stakeholders. Engage with parents, teachers, and the community to provide updates on the school's

improvement journey.

Continuous Improvement: Use data-driven insights to refine the SIP over time. As the school's needs change and evolve, ensure that the resource allocation process remains flexible and responsive.

In summary, the process of reviewing school improvement funding allocations for ATSI, TSI, and CSI schools involves rigorous assessment, stakeholder engagement, evidence-based intervention selection, equitable resource allocation, ongoing monitoring, and transparent reporting.

## 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.

School Improvement Plan (SIP) is disseminated to stakeholders via the School Advisory Council (SAC) monthly meetings and quarterly staff meetings. Data is discussed and monitored. Plans are adjusted as needed. The information on how to access the SIP on the website is provided via SAC. The website link to SIP is <https://www.browardschools.com/domain/5970>

**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))

To build positive relationships with parents, families, and other community stakeholders, the school will employ a multifaceted approach that aims to foster collaboration, communication, and engagement. This strategy is crucial for fulfilling the school's mission, supporting the needs of students, and ensuring parents are well-informed about their child's progress. Here's a detailed outline of the school's plan:

**Open Communication Channels:** The school will establish clear and accessible communication channels, including email, phone, newsletters, a school website, and a dedicated parent portal. These platforms will provide parents with various ways to reach out to teachers, administrators, and staff.

**Parent Conferences and Title I Workshops:** The school will organize regular parent-teacher conferences, workshops, and seminars to discuss students' progress, academic strategies, and social development. These events will provide parents with opportunities to meet teachers in person and gain insights into their child's educational journey.

**SAC and SAF:** The School Advisory Council will be comprised of representatives from different grade levels and sub groups. SAC and SAF will meet monthly to discuss school policies, curriculum updates, and other relevant matters. This collaborative approach empowers parents to have a say in their child's education.

**Family Engagement Events:** The school will organize family-oriented events such as open houses, family fun nights, and cultural celebrations. These events will foster a sense of community and belonging while giving parents a chance to interact with teachers and school staff in a relaxed environment.

**Volunteer Opportunities:** The school will encourage parents to volunteer in various capacities, such as classroom assistants, event organizers, and mentors. By involving parents directly in school activities, the school strengthens the bond between families and the educational community.

**Parent Education Programs:**

The school will offer workshops and seminars designed to enhance parenting skills, provide guidance on supporting children's learning at home, and promote a deeper understanding of educational methodologies.

**Transparent Progress Reporting:**

The school will use a robust student information system that enables parents to access real-time information about their child's attendance, grades, assignments, and overall progress. This transparency keeps parents well-informed about their child's academic journey.

**Digital Communication Tools:** The school will leverage digital tools such as parent link and social media to provide instant updates, reminders, and important announcements to parents. This modern approach ensures that parents stay connected and informed, even on the go.

**Community Partnerships:** The school will actively seek partnerships with local businesses, organizations, and community leaders. These partnerships can provide additional resources, mentorship opportunities, and a broader network of support for both students and families.

**Feedback Mechanisms:** The school will create surveys and feedback mechanisms that allow parents to share their thoughts, suggestions, and concerns about the school's programs and policies. This demonstrates that the school values parents' input and is open to continuous improvement.

By implementing this comprehensive plan, the school aims to establish strong, positive relationships with parents, families, and community stakeholders.

**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)**

To enhance the academic program at the school, the administration has devised a comprehensive plan that centers around several key strategies aimed at increasing the amount and quality of learning time and offering an enriched and accelerated curriculum. These strategies are aligned with the goals outlined in Part II of the School Improvement Plan (SIP) and reflect the school's commitment to providing an exceptional educational experience for its students.

**Extended Learning Opportunities:** The school intends to extend learning time beyond traditional classroom hours. This will be achieved through various means, including before and after-school programs, weekend workshops, and summer enrichment camps. These programs will focus on targeted subjects, skill development, and project-based learning to ensure that students are exposed to a wide range of educational experiences.

**Blended Learning and Technology Integration:** Recognizing the importance of technology in modern education, the school plans to integrate digital tools like Canvas, iReady and IXL into the curriculum. This will enable personalized learning pathways for students, allowing them to progress at their own pace while engaging with interactive and multimedia content that caters to different learning styles.

**Enriched Curriculum Design:** The curriculum will be reevaluated and enriched to incorporate more advanced topics, interdisciplinary connections, and real-world applications. This approach will challenge students to think critically and creatively, fostering a deeper understanding of the subjects. Furthermore, opportunities for cross-curricular projects and collaborative learning experiences will be integrated to enhance students' problem-solving abilities.

**Acceleration Tracks:** High-achieving students will have the option to participate in accelerated tracks within subjects where they demonstrate exceptional proficiency. These tracks will cover more advanced content, delve into specialized areas, and provide opportunities for independent research and exploration. Such initiatives will keep advanced learners engaged and motivated.

**Professional Development:** To ensure that teachers are equipped to deliver an enriched and accelerated curriculum effectively, the school will invest in ongoing professional development opportunities. These programs will focus on instructional strategies for differentiated learning, project-based teaching methods, and utilizing technology to enhance classroom experiences.

**Student-Centric Approach:** The academic program will prioritize the individual learning needs of each student. Regular assessments and data analysis will enable teachers to identify areas of strength and areas that need improvement, allowing for targeted interventions and personalized learning plans.

**Community Involvement and Parent Engagement:** To enrich the curriculum and increase learning time beyond school hours, the involvement of the community and parents will be encouraged. This might involve inviting professionals for guest lectures, organizing community projects, and engaging parents in learning-oriented activities.

**Tracking and Evaluation:** The effectiveness of the strengthened academic program will be monitored through continuous assessment, both quantitative and qualitative. Data on student performance, engagement levels, and feedback from teachers, students, and parents will be collected to make informed adjustments and improvements to the program.

The comprehensive approach outlined above reflects the school's commitment to providing an education that not only meets rigorous academic standards but also nurtures students' intellectual curiosity, critical thinking, and holistic growth.

**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))**

New Renaissance Middle school will implement programs in CTACE, violence prevention and housing via various district and local program.

Violence prevention is 1 of the 6 strands of prevention. Within violence prevention are more specific subject areas (see below) where you will find numerous resources including curriculum, days of observance toolkits, training modules, and video galleries. These resources help to promote social and emotional skills in order to prevent social alienation and violence. Program includes Bullying Prevention, Dating Violence, Human Trafficking, Internet Safety, Project Brain, Choose Peace/Stop Violence, FLDOE Comprehensive Health Mandates and Life Skills and Wellness.

**Housing Programs:** Students experiencing housing instability (whether residing with a parent, legal guardian, caregiver, or unaccompanied children and youth) are those who lack a fixed, regular and adequate nighttime residence. This includes sharing the housing of other persons "doubled-up" due to loss of housing, economic

hardship, or similar situation; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative accommodations; living in emergency or transitional shelters; abandoned in hospitals; living in a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings. Migratory children and youth living in circumstances described above also qualify for McKinney-Vento Homeless Education services.

The Food and Nutrition Service Department (School Cafeteria Program) will provide all students with free breakfast and lunch under the Community Eligibility Provision (CEP) for the 2023-2024 School Year. This means all students enrolled at New Renaissance Middle School will receive Breakfast and Lunch at no cost.

There is no further action required of you or your child.

The Career, Technical, Adult & Community Education (CTACE) department provides all students, regardless of socioeconomic standing, race, gender, ethnicity, language, or disability with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners. Career Technical Education (CTE) prepares these learners for the world of work by introducing them to workplace competencies and making academic content accessible to students by providing it in a hands-on context.

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

**The approved budget does not reflect any amendments submitted for this project.**

| 1   | III.B.           | Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups |                                      |                          |     | \$39,000.00        |
|---|------------------|---|--------------------------------------|--------------------------|-----|--------------------|
|   | Function         | Object  | Budget Focus                         | Funding Source           | FTE | 2023-24            |
|   | 5100000000000000 | ELO Camps   | 3911 - New Renaissance Middle School | Title, I Part A          |     | \$6,000.00         |
| <i>Notes: Salaries for teachers to conduct ELO Camp</i> |                  |   |                                      |                          |     |                    |
|   | 5100000000000000 | I Ready   | 3911 - New Renaissance Middle School | Title, I Part A          |     | \$20,000.00        |
| <i>Notes: I ready and professional development</i>      |                  |   |                                      |                          |     |                    |
|   | 5100000000000000 | Write Score   | 3911 - New Renaissance Middle School | Title, I Part A          |     | \$13,000.00        |
| <i>Notes: ELA Writing</i>                               |                  |   |                                      |                          |     |                    |
| 2   | III.B.           | Area of Focus: Positive Culture and Environment: Other        |                                      |                          |     | \$3,000.00         |
|   | Function         | Object  | Budget Focus                         | Funding Source           | FTE | 2023-24            |
|   | 5100000000000000 | Student Incentives  | 3911 - New Renaissance Middle School | School Improvement Funds |     | \$3,000.00         |
| <i>Notes: student incentives</i>                        |                  |   |                                      |                          |     |                    |
| <b>Total:</b>   |                  |   |                                      |                          |     | <b>\$42,000.00</b> |

## Budget Approval

**Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.**

Yes