

Broward County Public Schools

James S. Rickards Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	13
III. Planning for Improvement	18
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	26
VII. Budget to Support Areas of Focus	29

James S. Rickards Middle School

6000 NE 9TH AVE, Oakland Park, FL 33334

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission at James S. Rickards Middle School is to provide a high quality and personalized education in a safe and supportive learning community of students and adults who embrace a growth mindset and achieve success through collaboration, respect, responsibility, and accountability.

Provide the school's vision statement.

The vision at Rickards is to build a future of life-long learning and innovative thinking for the 21st century global student who is socially and mentally prepared to be college and career ready.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Gurreonero, Erick	Principal	Assume administrative responsibility and instructional leadership, under the supervision of the superintendent in accordance with rules and regulations of the School Board, for the planning, management, operation, and evaluation of the educational program of the school to which the individual is assigned. Assume administrative responsibility for all records and reports required regarding pupils, for the transfer of pupils within the school, and for the promotion of pupils.
Rolle , Roshekia	Assistant Principal	<ol style="list-style-type: none"> 1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.* 2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives. 3. Model and maintain high standards of professional conduct. 4. Set high standards and expectations for self, others, and school. 5. Maintain an active involvement in the school improvement planning process.* 6. Use quality improvement principles and processes in daily administration of school.* 7. Anticipate difficult situations and develop plans to handle them. 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.
Drake, Kwan	Assistant Principal	<ol style="list-style-type: none"> 1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.* 2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives. 3. Model and maintain high standards of professional conduct. 4. Set high standards and expectations for self, others, and school. 5. Maintain an active involvement in the school improvement planning process.* 6. Use quality improvement principles and processes in daily administration of school.* 7. Anticipate difficult situations and develop plans to handle them. 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.
Valentino, Elizabeth	Assistant Principal	<ol style="list-style-type: none"> 1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.* 2. Exercise proactive leadership in promoting the vision and mission of the

Name	Position Title	Job Duties and Responsibilities
		District's Strategic Plan and Sterling Quality Initiatives. 3. Model and maintain high standards of professional conduct. 4. Set high standards and expectations for self, others, and school. 5. Maintain an active involvement in the school improvement planning process.* 6. Use quality improvement principles and processes in daily administration of school.* 7. Anticipate difficult situations and develop plans to handle them. 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.
Alexis, Marjorie	School Counselor	Ms. Alexis is the Guidance Director. Her work involves: -Academic planning -Future placement planning -Student schedules -Graduation requirements -Student attendance
Santiago, Jose	Teacher, ESE	-District, state, and national testing coordination -Disseminates all national, state, and district assessment results with principal, leadership team, and faculty -Identify students for academic supports based on test result data

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.

James S. Rickards Middle School highly values stakeholder input in topics related to social and academic student growth.

Stakeholder Involvement:

Parents:

Stakeholder involvement includes preparing a diverse group of families/parent leaders, including parents of English Learners and students with disabilities, to provide input on the development of the schoolwide plan by gaining information from customer parent surveys and SAC meetings. The school will involve parents in the process of reviewing their SIP by posting it to the school's website:

<https://www.browardschools.com/rickards>, posting it on the school's social media pages, and posting it in the front school lobby for families to review. The school will provide opportunities for parent meetings,

when requested, to formulate suggestions and to participate, as appropriate, in decisions about the education for their children. The school will respond to any such suggestions as soon as practicably possible via face to face conferences and or email correspondence.

School Leadership, Teachers, School Staff:

Rickards school leaders will provide instructional staff the time / resources to proactively address problems of practice and develop solutions that will ultimately change student outcomes. Rickards "Leading Learners" which include, Department Chairs, Guidance Director, ESE Specialist, and Coaches, will meet bi-weekly to discuss academic data. Patterns and trends in Math, ELA, Science, and Civics will be reviewed to guide instructional decisions for future cycle. Classroom teachers will teach using research-based instructional materials, actively progress monitoring using common formative assessments, use data to drive instructional decisions, and develop differentiated lesson plans that meet the needs of all learners. Teachers will improve instructional practice by attending professional development based on individual needs and attend school wide meetings to stay informed on school goal progress. Teachers will work to create positive, safe, classroom environments that promote student learning and growth mindset principles.

Students:

Rickards Middle School students will be informed of school wide and personal data in core subjects. Teachers will support students in short and long term goal setting. Students will be active participants at parent-teacher conferences where they are the main communicators of their social and academic progress. Students in Intensive Reading courses will be knowledgeable on requirements needed to graduate out of that class and be an active participant in creating a plan to exit the course.

Business, Community Leaders:

Current partnerships with local Oakland Park businesses will continue to work to support student growth by providing funds to obtain instructional resources for core subjects. Rickards SAC Meetings value and encourage the presence and attendance of community leaders, including Oakland Park government officials and Kiwanis Club leaders. Leadership input is used to enhance school goals.

SIP Development Process:

Data and input given during SAC Meetings, Faculty Meetings, Data Chats, and Leading Learner Meetings, in addition to the input from grade levels and various other staff groups will be used in the 23-24 Schoolwide Improvement Plan (SIP). Rickards PTSA members will also be utilized in the development of the plan. Opportunities for input will be solicited via virtual input meetings, forms, and questionnaires.

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))

Rickards Middle School will use the SIP Plan as a "living document", meaning it is periodically reviewed, revised and updated to reflect responsive data analysis. Teacher leaders and Coaches will meet with principal and assistant principals twice monthly and provide frequent monitoring and support. This will ensure the school is on track to meet the academic benchmark goals for FAST PM1, PM2, and PM3. Progress monitoring assessments will be reviewed for reliability and accuracy.

Grade level teams will meet at Professional Learning Communities (PLCs) for weekly data analysis. Conversations in ELA and Reading PLCs will focus on all students, yet prioritize students in Intensive Reading courses including the System 44 decoding courses. Those are the school's most fragile students. Phonics and decoding data will be reviewed on a weekly basis during PLCs, common

planning, and data chats. Time will be dedicated to reviewing standards-based data, both formative and summative, and creating and monitoring data cycles to track student progress. Teachers will track number of students demonstrating mastery by standard in a data binder to help identify what parts of the content need revisiting in core subject areas.

Multiple data points / sources will be used to track student progress and guide instructional decisions.

Student Performance Data:

FAST PM1, PM2, PM3

Standards-based exams

Student work samples

Math - Savaas formative and summative assessments

ELA - HMH Growth Monitoring Assessment, Selection Tests, Level-up Tutorial Assessments, Writing portfolios

Civics and Science - standards-based common formative assessments

Instructional Data:

Observation data on curriculum and instruction

Feedback to teachers

Student Indicator Data:

Student attendance

IEPs and 504s

Disciplinary data

Intervention data

Course Recovery data

Teacher Data:

Teacher attendance

Teacher evaluations

Tiering of teachers

Staff customer survey data

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	89%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD)* English Language Learners (ELL)*

(subgroups below the federal threshold are identified with an asterisk)	Black/African American Students (BLK) Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	103	102	117	322	
One or more suspensions	0	0	0	0	0	0	74	85	52	211	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	11	27	12	50	
Course failure in Math	0	0	0	0	0	0	5	10	13	28	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	131	108	111	350	
Level 1 on statewide Math assessment	0	0	0	0	0	0	108	94	95	297	
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	55	49	104	

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	126	140	123	389	

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	0	10	10
Students retained two or more times	0	0	0	0	0	0	3	0	20	23

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	75	102	120	297	
One or more suspensions	0	0	0	0	0	0	43	76	59	178	
Course failure in ELA	0	0	0	0	0	0	19	33	9	61	
Course failure in Math	0	0	0	0	0	0	6	10	17	33	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	98	116	139	353	
Level 1 on statewide Math assessment	0	0	0	0	0	0	133	122	156	411	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	39	29	11	79	

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	97	136	151	384

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	14	23	39
Students retained two or more times	0	0	0	0	0	0	0	19	25	44

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	75	102	120	297	
One or more suspensions	0	0	0	0	0	0	43	76	59	178	
Course failure in ELA	0	0	0	0	0	0	19	33	9	61	
Course failure in Math	0	0	0	0	0	0	6	10	17	33	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	98	116	139	353	
Level 1 on statewide Math assessment	0	0	0	0	0	0	133	122	156	411	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	39	29	11	79	

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	97	136	151	384

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	14	23	39
Students retained two or more times	0	0	0	0	0	0	0	19	25	44

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*	36	53	49	32	54	50	32		
ELA Learning Gains				38			32		
ELA Lowest 25th Percentile				34			29		
Math Achievement*	36	56	56	27	41	36	18		
Math Learning Gains				48			13		
Math Lowest 25th Percentile				50			22		
Science Achievement*	34	50	49	30	52	53	23		
Social Studies Achievement*	55	67	68	55	63	58	36		
Middle School Acceleration	79	70	73	59	51	49	41		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	27	42	40	13	74	76			

* 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)	CSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	267
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	386
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	19	Yes	4	3
ELL	37	Yes	2	
AMI				
ASN				
BLK	45			
HSP	41			
MUL	33	Yes	1	
PAC				

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%
WHT	64			
FRL	45			

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	26	Yes	3	2
ELL	29	Yes	1	1
AMI				
ASN				
BLK	42			
HSP	36	Yes	1	
MUL	45			
PAC				
WHT	47			
FRL	41			

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	36			36			34	55	79			27
SWD	17			19			6	35			4	
ELL	22			24			17	40	89		6	27
AMI												
ASN												
BLK	30			33			32	46	83		5	
HSP	36			35			28	53	73		6	23

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
MUL	40			26							2	
PAC												
WHT	47			45			56	80	93		5	
FRL	39			35			34	54	73		6	36

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	32	38	34	27	48	50	30	55	59			13
SWD	12	29	27	12	39	49	6	31				
ELL	21	34	32	18	43	53	12	40	24			13
AMI												
ASN												
BLK	30	40	37	21	46	56	25	62	57			
HSP	30	36	31	26	47	47	28	49	53			17
MUL	45											
PAC												
WHT	44	39	27	41	59		36	63	69			
FRL	33	38	33	29	47	48	31	58	55			

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	32	32	29	18	13	22	23	36	41			
SWD	6	16	22	6	17	22	7	12				
ELL	23	28	29	14	16	23	5	30	31			
AMI												
ASN												
BLK	26	26	19	12	14	22	18	27	38			
HSP	31	33	32	18	13	24	20	34	36			
MUL	29	35		19	11							
PAC												
WHT	45	40	50	30	13	14	41	52	52			

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
FRL	30	28	24	16	12	21	20	34	40			

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	32%	49%	-17%	47%	-15%
08	2023 - Spring	30%	49%	-19%	47%	-17%
06	2023 - Spring	32%	50%	-18%	47%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	28%	54%	-26%	54%	-26%
07	2023 - Spring	33%	51%	-18%	48%	-15%
08	2023 - Spring	35%	46%	-11%	55%	-20%

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	70%	48%	22%	50%	20%

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

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	63%	5%	63%	5%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	64%	-16%	66%	-18%

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.

Students with disabilities, SWD, showed the lowest performance. Eleven percent of our SWD students scored a level 3 or above on the states ELA F.A.S.T. PM 3 assessment. Contributing factors to low performance within our SWD population are teacher effectiveness, poor student attendance, ineffective implementation of ESE strategies in general education core courses, and lack of growth tracking system that leads to misinformation of progress or lack thereof which in turn impacts data-driven instruction.

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

In comparing 21-22 ELA proficiency data to 22-23 proficiency data, the ELL subgroup showed the greatest decline from the prior year. Proficiency declined 8% from 21-22 to 22-23, marking the lowest percentage in the last 5 years within ELLs. Teacher effectiveness is the greatest factor contributing to this decline. An increase training of curriculum, ELL instructional practices, and tracking progress is necessary among the teachers of ELL students. There was a change in teachers who taught ELL last year which contributed to the decline.

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

The data component that had the greatest gap when compared to the state average is ELA ELLs scores. They scored a 2% in overall proficiency in 21-22. Factors that contributed to this gap are teacher retention (DLA teacher left mid-year. Hired new teacher in February. Brand new to curriculum) - Teachers inconsistent and use of curriculum. Lack of focus on teaching phonemic awareness and

phonics. Lack of ELlevation platform knowledge. and implementation plan. WIDA Can-Do's were not utilized to inform abilities. Lack of progress monitoring tool that showed how ELL students were progressing through the standards.

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

Math proficiency showed the most improvement. New actions taken were a deliberate placement of students in homogenous groupings. Professional development on math remediation was given to the math department and teacher implementation of learned practices was closely monitored. The Math Coach delivered instructional support as needed based on formative assessment data. Coaching was embraced by math department teachers.

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

A major concern that is shown in the EWS data is the level of absenteeism. A total of 322 students were absent during the 22-23 school year 10% or more days. That equates to about 43% of the school population.

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

1st priority: Teacher related category: Professional Development in the area of reading, ESE, and ELL instruction, Collaboration and Communication, and Rewarding and Appreciation

2nd priority: Student related category: Social-emotional focus, PBIS, Celebrate student academic success

3rd priority: Operational category: Redesign master schedule to group students by academic level.

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**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.

Statewide assessment ELA data for the last three years shows downward trends. Over 50% of the school's population is made up of ELL students and about 20% of the school consists of students with disabilities. We have reason to pause and determine a better pathway for success for the school overall, yet respond directly to the academic needs of ELL and SWD students. ELL and SWD data shows the school scored about 10%-20% lower than state or district ELA proficiency average for the past three years. At this time, Rickards Middle School, must focus on the ELA needs of their ELL and SWD students because there is a downward trend seen in the data that affects overall school performance. The schools administration along with instructional coaches at Rickards Middle School will immediately focus on teacher professional development in reading, specifically focusing on reading instruction of ELL and SWD students. Pathways for team communication and collaboration will be set to increase talk about student progress, remediation. Teacher success will be celebrated which will boost morale and nurture a positive school culture.

Measurable Outcome:

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

By May of 2024, ELA FAST PM3 overall performance, will increase 10% from 32% to 42%.

By May of 2024, thirty-percent of all Non-LY ELL students will score a Level 3 or above on the state ELA FAST PM3 2024 assessment.

By May of 2024, thirty-percent of all SWD will score a Level 3 or above on the state ELA FAST PM3 2024 assessment.

Monitoring:

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

This area of focus will be monitored by:

- 1) working with faculty of ELL and SWD students to ensure all documented modifications/ accommodations are being implemented with fidelity.
- 2) schedule regular academic and data "check-ins" with classroom teachers and appropriate support personnel to ensure all students' needs are being properly addressed, progress is being monitored, and instruction is being planned based on formative data.
- 3) attendance of ELL and SWD students will be periodically and closely monitored to be proactive with any absenteeism concerns.
- 4) student behavior of ELL and SWD students will be periodically and closely monitored to be proactive in responding to behavioral concerns that can escalate to missed instruction.

Person responsible for monitoring outcome:

Elizabeth Valentino (elizabeth.valentino@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.)

HMH Read 180 will be implemented as a Tier 2 intervention and HMH System 44 will be implemented as a Tier 3 intervention. Both of these intervention connect to the most recent research studies promoted by our district known as the Science of Reading. Read 180 integrates research around personalized best practices, adaptive technology, instructional strategies based on the science of reading, and scaffolded support for reading independently. Students receive systematic, explicit instruction and practice of

foundational literacy skills to develop their fluency, expand vocabulary and strengthen comprehension skills to become proficient, skillful readers. HMH System 44's instructional model is holistic, providing everything students and teachers need for simple, clear instruction and classroom engagement, including digital tools, real-time data, implementation support, and professional learning. The System 44 Model for Blended Learning combines adaptive technology and teacher-led instruction to help students become proficient readers, writers, speakers, and critical thinkers.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Science of Reading teaches educators how to teach reading effectively. Read 180 and System 44 both follow principles of the Science of Reading.

ELL students who are exited of the ESOL program may still be deciphering and acquiring the English language, understanding semantics, and making meaning of text in their L2. Due to this learning, these students will benefit from an Intensive Reading courses that include either Read 180 or System 44 curriculum programs.

SWD students need multi-sensory instructional practices and reading interventions that highly scaffold reading and writing skills. These evidence based interventions can support these needs.

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.

- Rickards Middle School will employ an ELL Facilitator who will work with LY ELL students 100% of her day. Her schedule reflects individual ELL student support in all core content areas, ELA, Math, Social Studies, and Science. The support facilitator will work together with the Literacy Coach to understand ELA content area goals, objectives, curriculum, and common formative assessment schedule. The support facilitator will work together with the Assistant Principal to understand small group instruction expectations and frequency requirements. When the facilitator is in the classroom, she will work with small groups of ELL students of about 5-6 per group, implementing ESOL strategies that will help them to work towards grade level standards mastery. Facilitator will attend Tuesday morning ELA planning and PD sessions along with Thursday morning ELA PLCs. Common formative assessment data will be shared with her from core teachers and she will analyze her own collected formative assessment data from her small group instruction. Resources she will use are Imagine Learning and lessons through Ellevation.
- Academic data check-ins will occur on a weekly basis during Thursday morning PLCs. The data that will be looked at is Selection Test data from HMH, Imagine Learning assessment data, and any assessment data from the Ellevation lessons.
- Specific training that will be provided to teachers to support them with working effectively with their SWD and ELL students are: HMH Intro to Literature, Learning Station Implementation, Anita Archer Vocabulary Strategies, BEST Key Benchmark training, Science of Reading trainings, ELL and SWD in house strategy training delivered by district support and school ESE Facilitator.
- The school employs three ESE Facilitators who serve 100% of our ESE population. The facilitators focus on serving the students IEP goals and working together with core content teachers on curriculum, assessments, due dates for assignments, remediation strategies and data analysis. The ESE Facilitators work closely with the ELL Facilitator in communicating progress monitoring data of students whom they share. This occurs at the weekly Thursday PLC, common planning periods, and on Tuesday morning ELA Planning sessions. The ELL and ESE Facilitators work with students from all three grade levels, 6th, 7th,

and 8th.

- As a school we can leverage our walkthrough system to specifically monitor teacher practice with SWD and/or ELL students by using our RMS Look Fors. Teachers have been trained on what our look fors require of them. Administration uses the Look For protocol once a week. The admin team, coaches, and department leaders, conduct walkthroughs together and use the same protocol sheet. After the walk through is conducted, the team calibrates responses to come up with feedback. Feedback is immediately provided by the team to teachers so changes can take place faster. The Look Fors are in these areas: PURPOSEFULNESS: Instruction is aligned to the benchmark/standard focus of learning, ENGAGEMENT: Teacher provides students with opportunities for engagement in the intended objective, DIFFERENTIATION: Differentiated instruction is evident in class through station/center-based learning, RIGOR: Learners stretch themselves intellectually and personally by engaging with skills, habits, and content in challenging, developmentally appropriate ways.

Person Responsible: Elizabeth Valentino (elizabeth.valentino@browardschools.com)

By When: By May 2024

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

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

A major concern that is shown in the EWS data is the level of absenteeism. A total of 322 students were absent during the 22-23 school year 10% or more days. That equates to about 43% of the school population. This absenteeism could be associated with a lack of positive culture and environment. As a result, the school has determined to adopt the "Leader in Me" program to create a learning environment that addresses the whole-child with five core paradigms: everyone can be a leader, everyone has a genius, change starts with me, educators empower students to lead their own learning, and it is the responsibility of the teacher and student to develop the whole person.

Measurable Outcome:

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

By May 2024, 100% of Rickards Middle faculty will complete all components of Leader in Me professional development as evidenced by sign-in sheets.

By May of 2024, 100% of Rickards Middle faculty will implement the Leader in Me Model in every period as evidenced by teacher survey data.

By May of 2024, absenteeism among 6-8 graders will decrease by 50% of days missed the previous school year as evidenced by BCPS Basis data.

Monitoring:

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

This area of focus will be monitored by:

- 1) Eight checkpoints will be outlined on the master calendar that will be conducted by the Lighthouse Team and administrators. During these checkpoints instructional leaders will hold conversations with grade level teams to discuss implementation process and determine what is working and what needs to be tweaked.
- 2) At the beginning of the implementation process in August 2023, implementation goals will be created by The Lighthouse Team and Administration. Those goals will be reviewed throughout the school year to ensure progress. Adjust goals as necessary, identify points of progress, and evaluate the plan.

Person responsible for monitoring outcome:

Elizabeth Valentino (elizabeth.valentino@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.)

Leader in Me is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, lays the foundation for sustained academic achievement. Leader in Me provides schools with a model and process that addresses common challenges that are unique to students during these formative years. Parents, educators, and school administrators are concerned with student physical, mental, social, and economic well-being, all of which are factors that can contribute to lack of school attendance and low academic performance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Educators and school administrators are concerned with student physical, mental, social, and economic well-being, all of which are factors that can contribute to lack of school attendance and low academic

performance. All of these stakeholders at Leader in Me schools are empowered to provide support in the areas of physical, mental, social and economic well being by creating a learning environment that addresses whole-child education with five core paradigms.

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) Weekly attendance reports for each grade level which are shared with grade level counselors. (Students with 5 or more absences are targeted students)
- 2) Record review on Basis, Pinnacle, and cumulative folder.
Contact parents/guardians via phone call, text message, and email.
- 3) Meet with students if present to discuss attendance concerns.
If parents cannot be reached a home visit is the next step.
All interventions are documented in Basis.
- 4) Interventions include attendance agreements, attendance plan with incentives, phone calls, text messages, emails, meetings with parents/guardians, meeting with students, record reviews, home visits, and connecting students/families with resources such as uniforms/shoes, food, case management services, counseling services, and other community resource partnerships.
- 5) Title I events include an attendance parent Information portion. These events take place once per quarter. Also at the monthly SAC meeting, where parents are invited, attendance data is shared and strategies to improve attendance are highlighted. Information shared at these meetings is based on individual subgroups and grade levels. The information shared will be regarding parental obligations with attendance, how to support with student illness, and strategies to ensure daily attendance. We will include ways we can support and educate families about the importance of attendance using this resource: <https://www.attendanceworks.org/resources/toolkits/bringing-attendance-plans>.

Person Responsible: Elizabeth Valentino (elizabeth.valentino@browardschools.com)

By When: May 2024

#3. 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.

Data trends show an academic decline within Rickards Middle students with disabilities and English language learners. This could be associated with a lack of student-center based learning approach at the school. As a result, Rickards will have an instructional focus of implementing student-centered based learning in all core subjects.

Measurable Outcome:

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

By May 2024, 100% of every core Rickards Middle School classroom will conduct student center based learning as evidenced by survey data.

By May 2024, 50% of SWD and ELL students will make a learning gain in ELA as evidenced by FL FAST PM3 ELA data.

Monitoring:

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

This area of focus will be monitored by:

- 1) Administrators will conduct classroom walkthroughs multiple times throughout each quarter to ensure implementation of this practice.
- 2) Administrators will spot check lesson plans
- 3) Administrators and Department Heads will provide immediate feedback after lesson observations.
- 4) Use budget to ensure necessary materials are available.
- 5) Teachers will engage in instructional conversations related to this topic during professional learning communities on a weekly basis.

Person responsible for monitoring outcome:

Elizabeth Valentino (elizabeth.valentino@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 following text will be used for implementation of Student-center based learning: Hacking Learning Centers in Grades 6-12. Professional development on this topic will be delivered by a district staff member throughout the school year. Instructional materials will be purchased for all teachers to support success of implementation.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Student-centered learning builds on students' intuitive understanding of what they need out of their education, creating meaningful learning environments where, research shows students are engaged and motivated. Learning centers model enhances pedagogy. Math, Science, Social Studies, and ELA teachers of all grade levels will utilize materials and supplies for center-based instruction.

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.

Learning stations is an instructional practice that Rickards Middle School is focusing on this year. 100% of our ELA teachers and all teachers with SWD and ELL students have been trained this year on how to conduct learning stations. The school's Look Fors called RMS Look Fors, identify levels of purposefulness, differentiation, engagement, and rigor. Each of those areas speaks to learning stations in some capacity. Administration, coaches, and department leaders conduct walkthroughs once per week and determine levels of instructional proficiency in each category. Each member of the team makes notes of their individual observation and then calibrates as a collaborative team. The team determines common areas of weaknesses to drive necessary school professional development. Conversations regarding those areas of weakness and strengths are spoken about during our school's Leading Learners meetings held on Tuesday mornings. Immediate feedback is given to teachers during their planning period the following day by the instructional coach. Action steps are determined in response to feedback. Follow up visits are scheduled based on those conversations.

Person Responsible: Elizabeth Valentino (elizabeth.valentino@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).

In regard to our academic area of focus, school administration will progress monitor reading and ELA growth on a weekly/monthly/quarterly basis using formative assessment data in a collaborative setting such as PLCs, Data Chats, and Leading Learner meetings. The school's positive culture and environment goal will be reviewed on a weekly/monthly/quarterly basis using positive behavior intervention system data, administration classroom walk-throughs and observations. ELL and SWD progress will be closely monitored using targeted progress monitoring assessments related to their differentiated needs such as looking at IEP goal progress at ESE PLCs. Using the ELlevation Platform, WIDA standards will be tracked and ACCESS data will be used to indicate areas academic of need.

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.

Methods for dissemination of this SIP, UniSIG budget to stakeholders will be distribution and access of relevant documentation at Open House, SAC meetings, PTSA meetings, parent links, school website, and by posting a QR code in the front office that visiting families can scan to access documentation. All of the documents will be translated in Spanish and Haitian Creole so all of our families can understand the information.

School website: <https://www.browardschools.com/rickards>

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))

Rickards Middle School looks forward to building positive relationships with parents and families by providing excellent customer service when they contact our school either in person, by phone, or through our website. Providing that customer service can help build stronger ties with existing parents, as well as earn a reputation as a preferred educational institution within our local community. Implementing the Leader in Me Model will help carry out this action. Information delivered through various methods in native languages, clear communication, and consistent communication will build positive relationships with parents, families, and other community stakeholders. Teachers will conduct parent teacher conferences throughout the year to ensure information about student progress is delivered consistently. Teachers will also communicate with parents via e-mail, phone, and other various methods such as a communication application.

School website: <https://www.browardschools.com/rickards>

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)

Rickards Middle School has various instructional action steps planned to strengthen the school's academic program. The school's Master Schedule is designed to create specialized homogenous groupings for ELL students. Those students will travel as a cohort throughout their day. This opens the door for assigned cohort teachers to plan instruction for ELL needs and have cross content conversations that will serve ELL students.

The school's Classroom Assistant will have a schedule where she will push in to reading and math classes who are part of the specialized ELL cohort. This will provide additional small group instruction opportunities. The school's DLA, developmental language, classes will be taught by one teacher this year. That teacher will focus on mastering the iLit Curriculum taught in DLA and using all of its components to teach students word recognition and language comprehension. A teacher will hold an "extra period stipend" to push in to ELA classrooms of school's level 1's and 2's in ELA PM3. Teachers will have common planning to increase collaboration conversations. The school will conduct extended learning opportunities that will focus on ELA and targeted students with the greatest gaps based on beginning of the year baseline data assessments.

To serve the school's students with disabilities, SWD, the ESE Learning Strategies course will have a curriculum refocus. The focus will be word recognition and language comprehension. The school's ESE Facilitators will have a strategic schedule that will allow them to push in to ELA classes and work on IEP goals. Professional learning communities, PLCs will be modified for the school's ESE Facilitators. They will attend PLCs alongside ELA teachers so that they become a key component of SWD progress monitoring track. Targeted ELO for SWD will be offered and held early in the school year to be proactive in closing academic gaps.

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

This plan is developed in coordination with our CSI plan by focusing on our subgroups below 41% in the current year; Hispanic, Students with Disabilities, and English Language Learners. This Unisig Plan has two of the same areas of focus; Students with Disabilities and English Language Learners. The school has 96 ELL students. 3% of them were proficient on the 22-23 FAST PM3 test in May of 2023. 88 of the 96 students scored a Level 1 which means they fall under the "inadequate" category as per BEST criteria. 12% of 143 students with disabilities, totaling 18 students, scored a level 3 through 5. 31% of Hispanic students scored a level 3-5.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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

Rickards Middle School school counselors provide a number of programs and services to help students achieve success and develop life skills in three personal competency areas. From 6th to 8th grade, the school counselors support teachers and parents to help students achieve competencies at each grade level. Such as: test-taking strategies, study skills, using a planner, getting organized, and raising their GPA. The school counselors work with staff and the community to provide support for students, ensuring they are safe and healthy and promoting life skills such as education, character development, social skills, making friends, alternatives to peer pressure, and managing stress. Mentoring services are provided through offering the Mentoring Tomorrow's Leaders and 500 Role Model programs to 6-8 students. Mentoring Tomorrow's Leaders (MTL) is a peer-to-peer mentoring and student leadership program that serves students in grades 6th – 8th. MTL promotes academic advancement, pupil progression, student engagement and successful school completion utilizing the MTL Five Pillars. 5000 Role Models places at-risk boys in supportive relationships with positive and successful men in the community who they can emulate.

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

Rickards Middle School offers a variety of acceleration and high school credit courses. Some of the schools advanced courses are Biology Honors and Geometry Honors. These courses provide students with high school credits. In addition, the school has a thriving aviation courses that lead them to our feeder high school aviation career track.

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

Rickards Middle School implements multi-tiered system of supports (MTSS). It is a seamless prevention framework that integrates all students. In addition, it is an evidence-based model of schooling that uses data-based problem solving to integrate standards-based instruction, interventions, and assessments to address the full range of student academic and behavioral needs present in today's classroom. MTSS

encompasses all the academic, behavioral, and social-emotional demands of learning. MTSS provides the structure for the school to prioritize the academic and behavioral needs of all students, including our Students with Disabilities (SWDs), students with advanced learning needs, and English Language Learners (ELL). RTI Meetings within the MTSS system are held on a monthly basis with each grade level. Key instructional staff and administration are present to provide all forms of data on students. Collaborative conversations are had that determine students Tiered level of instruction moving forward.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Rickards Middle School values teacher growth and believes professional development is a key component to moving a school's academic scores. This year 100% of literacy teachers will participate in Science of Reading training by November 2023. Professional development regarding student based centers will be conducted prior to pre-planning week for the school's Leading Learners. Leading Learners consist of Department Heads and Coaches. Those Leading Learners will then train their respective departments. ELL professional development will focus on using the ELLevation platform to meet individual student needs along with meeting the specific needs of Hispanic learners. Professional development regarding students with disabilities will be delivered to the whole staff by the school's ESE Specialist. The PD will be regarding student engagement, ESE strategies, and meeting IEP accommodations.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

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: Instructional Practice: ELA				\$40,912.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	2121 - James S. Rickards Middle School	UniSIG	1.0	\$22,500.00
			Notes: Classroom Assistant/Paraprofessional Hire one bilingual Classroom Assistant to support 6th-8th grade ELL and SWD students through ELA classrooms. Classroom assistant will assist classroom teacher with record keeping; takes an active role in helping the teacher plan instructional activities; tutor individual students as assigned by the teacher; supervise small group discussions and activities among students; grade and record students' work under the direction and guidance of the teacher; and undertake responsibility for computer-based education under the direction of the teacher.			
	5100	210	2121 - James S. Rickards Middle School	UniSIG		\$3,059.00
			Notes: Retirement: One Classroom Assistant/Bilingual			
	5100	220	2121 - James S. Rickards Middle School	UniSIG		\$1,725.00
			Notes: FICA (Social Security): One Classroom Assistant/Bilingual			

	5100	230	2121 - James S. Rickards Middle School	UniSIG		\$10,500.00
			<i>Notes: Health Insurance: One Classroom Assistant/Bilingual</i>			
	5100	240	2121 - James S. Rickards Middle School	UniSIG		\$226.00
			<i>Notes: Workers Compensation: One Classroom Assistant/Bilingual</i>			
	5100	250	2121 - James S. Rickards Middle School	UniSIG		\$19.00
			<i>Notes: Unemployment: One Classroom Assistant/Bilingual</i>			
	5100	369	2121 - James S. Rickards Middle School	UniSIG		\$2,310.00
			<i>Notes: Renaissance Learning Purchase Accelerated Reader site license for 300 students to provide supplemental instructional support. The resource will provide teachers with the opportunity to monitor student comprehension, provide three yearly checkpoints to determine growth, and identifies students zone of proximal development levels. AR will be purchased to motivate, monitor, and manage students' independent reading practice and provide students with a plethora of level ready books. Students pick a book at their own level and read it at their own pace. Site license will not extend past July 31, 2024.</i>			
	6300	160	2121 - James S. Rickards Middle School	UniSIG		\$573.00
			<i>Notes: School Support - Provide supplemental oversight and direct support to designated UniSIG school to ensure proper FLDOE, UniSIG and/or District policies and procedures are being adhered to and implemented.</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$38,029.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	2121 - James S. Rickards Middle School	UniSIG	1.0	\$22,500.00
			<i>Notes: Classroom Assistant/Paraprofessional Hire one Classroom Assistant to support 6th-8th grade Tier 2 and 3 behaviors. Classroom assistant will assist classroom teacher with record keeping of behavior management plans; takes an active role in helping the teacher plan instructional activities that promote positive behavior; tutor individual students as assigned by the teacher; monitor early warning system indicators, support and celebrate student success.</i>			
	5100	220	2121 - James S. Rickards Middle School	UniSIG		\$1,725.00
			<i>Notes: FICA (Social Security) One Classroom Assistant/Paraprofessional</i>			
	5100	210	2121 - James S. Rickards Middle School	UniSIG		\$3,059.00
			<i>Notes: Retirement - One Classroom Assistant/Paraprofessional</i>			
	5100	240	2121 - James S. Rickards Middle School	UniSIG		\$226.00
			<i>Notes: Workers Compensation: One Classroom Assistant/Paraprofessional</i>			
	5100	250	2121 - James S. Rickards Middle School	UniSIG		\$19.00
			<i>Notes: Unemployment: Once Classroom Assistant/Paraprofessional</i>			
	5100	230	2121 - James S. Rickards Middle School	UniSIG		\$10,500.00
			<i>Notes: Health Insurance: One Classroom Assistant/Bilingual</i>			

3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$16,059.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	310	2121 - James S. Rickards Middle School	UniSIG		\$6,000.00
			Notes: Professional Development - Academic Learning Company Purchase two days of targeted ELL staff professional development from Academic Learning Company dba Velazquez Press. - Day 1: Sheltered instruction for all content areas: Understanding the Needs of our Students, Understanding the Multilingual Brain, Second language acquisition methods and its application in content areas. \$3,000/day, 6 hours/day -Day 2: Second Language Acquisition Methods and Its Application in All Content Areas: What instruction should look like to support language acquisition and content learning. Lecture vs. center-based instruction, Planning for Successful Implementation and Resources. \$3,000/day, 6 hours/day.			
	5100	120	2121 - James S. Rickards Middle School	UniSIG		\$6,000.00
			Notes: Teacher - Extra Period for ESE Assistance A certified teacher will be paid \$6,000 to teach an extra period every day. That extra period will consist of ESE students who are in need of additional ELA support. Teacher is responsible for delivering targeted interventions.			
	5100	120	2121 - James S. Rickards Middle School	UniSIG		\$560.00
			Notes: Extended Learning Opportunities (ELO) Stipends Rickards will conduct morning tutoring for ELL students who need additional support in ELA and Math. This group of students will be known as the "Breakfast Club". - ELO Breakfast Club Time: 1 teacher x \$40/hour x 2 hours per week x 7 weeks = \$560			
	6400	510	2121 - James S. Rickards Middle School	UniSIG		\$500.00
			Notes: Professional Development - Academic Learning Company Purchase two days of targeted ELL staff professional development from Academic Learning Company dba Velazquez Press. Books that align with PD = \$500			
	5100	220	2121 - James S. Rickards Middle School	UniSIG		\$480.00
			Notes: FICA (Social Security): Teacher Extra Period			
	5100	240	2121 - James S. Rickards Middle School	UniSIG		\$60.00
			Notes: Workers Compensation: Teacher Extra Period			
	5100	250	2121 - James S. Rickards Middle School	UniSIG		\$6.00
			Notes: Unemployment: Teacher Extra Period			
	5100	220	2121 - James S. Rickards Middle School	UniSIG		\$45.00
			Notes: FICA (Social Security): Extended Learning Opportunities (ELO) Stipends "Breakfast Club".			
	5100	240	2121 - James S. Rickards Middle School	UniSIG		\$6.00
			Notes: Workers Compensation: Extended Learning Opportunities (ELO) Stipends "Breakfast Club".			
	5100	250	2121 - James S. Rickards Middle School	UniSIG		\$2.00
			Notes: Unemployment: Extended Learning Opportunities (ELO) Stipends "Breakfast Club".			

	6400	330	2121 - James S. Rickards Middle School	UniSIG		\$2,400.00
			<i>Notes: Professional Development - Academic Learning Company Purchase two days of targeted ELL staff professional development from Academic Learning Company dba Velazquez Press. Travel expenses - \$1,200 per day travel if Day 1 and Day 2 are provided during different weeks. - \$1,200 x 2 days = \$2,400 (\$1,600 if two consecutive days)</i>			
Total:						\$95,000.00

Budget Approval

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

No