

Broward County Public Schools

Broward Math And Science Schools School



2023-24

Schoolwide Improvement Plan (SIP)

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Broward Math And Science Schools

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<http://www.bmsschools.org/>

School Board Approval

This plan was approved by the Broward County School Board on 11/30/2023.

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 of Broward Math and Science is to provide students with a rigorous and well-rounded elementary and middle school education with special emphasis on Science, Technology, Engineering, Mathematics (STEM), and Reading in the light of research-based, proven, and innovative instructional methods in a stimulating, safe, and positive learning environment,

Provide the school's vision statement.

Broward Math and Science Schools, in partnership with families and the community, will be an educational institute of academic excellence by providing high-quality education to all students, where each student will be afforded the opportunity to develop a strong set of values and the leadership skills necessary to become successful, productive, and contributing members of society.

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
Kose, Hasan	Principal	<ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the school's Strategic Plan. 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). 3. Responsible for overseeing the financial management of the school, including the development of the annual budget, overseeing the management of accounts payable and accounts receivable, approving payroll, and providing required financial reports to the board, district, and state. Also responsible for seeing that the annual financial audit is completed in a timely manner. 4. Achieve expected results on the school's student learning goals. 5. Direct energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 6. Demonstrate that students' safety and learning are top priorities through leadership actions that build and support a learning organization focused on school success. 7. Work collaboratively to develop, implement, and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. 8. Recruit, retain, develop, and evaluate an effective, diverse faculty and staff. 9. 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. 10. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 11. 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. 12. Structure and monitor a school learning environment that improves learning for a diverse student population. 13. Establish and coordinate procedures for student, teacher, parent, and community evaluation of curriculum. 14. Implement and monitor procedures to ensure that the rights of all children and their parents are protected. <p>ORGANIZATIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 15. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 16. Utilize processes to empower others and distribute leadership when appropriate. 17. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. 18. 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. 19. Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action.

Name	Position Title	Job Duties and Responsibilities
		<p>20. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>21. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>22. 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>23. Maintain high visibility at school and in the community.</p> <p>24. Cultivate, support, and develop others within the school.</p> <p>25. 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>26. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>27. Establish open lines of communication and processes to determine stakeholder needs level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>28. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>29. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>30. Demonstrate personal and professional behaviors consistent with the Code of Ethics and the Principles of Professional Practice.</p> <p>31. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the District job description.</p> <p>32. Establish the job assignments, supervise all assigned personnel, and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>33. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>34. Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.</p> <p>35. Participate in the training programs offered to increase the individual skills and proficiency related to the job responsibilities.</p> <p>36. Review current developments, literature, and technical sources of information related to job responsibilities.</p> <p>37. Ensure adherence to safety rules and procedures.</p> <p>38. Follow federal and state laws and School Board policies.</p> <p>39. Perform other duties as assigned by the immediate supervisor, or designee.</p>
Maroclo, Fabricia	Assistant Principal	<p>1. Have a clear vision of and dedication to the values and philosophy of Broward math and Science Schools method</p> <p>2. Have a strong business/financial management skills, curricular insights</p> <p>3. Have a strong communication skills to ensure the long-term sustainability of the school.</p> <p>4. Have a strong knowledge of curriculum, instruction, assessment, and data analysis as well as the Academic Excellence Framework</p> <p>5. Have a strong shared values, both personally living them and teaching them to</p>

Name	Position Title	Job Duties and Responsibilities
Twist, Katy	Reading Coach	<p>others focus on achieving comprehensive distinction in the following key areas of schooling: Academic Excellence, Governance and leadership, and Operational</p> <p>6. Willingness and ability to make instructional leadership a top priority</p> <p>7. Emphasis on mission-driven, data-informed decision-making, and teacher supervision</p> <p>Essential Functions:</p> <p>8. Implement the school's charter in collaboration with the school's board of directors and the authorizing institution.</p> <p>9. Establish and communicate standards for student and professional performance.</p> <p>10. Continually assess school practices and procedures and adjust them to support the diverse learning needs of students.</p> <p>11. Assume responsibility for the health, safety, and welfare of the students, staff, and visitors.</p> <p>12. Infuse the school culture with the Broward Math and Science Schools Non-Profit's philosophy of Excellence.</p> <p>13. Demonstrate an understanding of the Imagine Schools Non-Profit philosophy of Excellence in the execution of duties.</p> <p>14. Model positive character virtues and habits. Assist students in developing positive moral and performance character attributes.</p> <p>15. Responsible for the hiring and supervision of school personnel.</p> <p>16. Collaborate and clearly communicate with parents/guardians, and other educators to assist the students.</p> <p>17. Regularly communicate with all members of the school community.</p> <p>18. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.</p>
		<p>The Literacy Coach shall:</p> <p>1. 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>2. 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>3. Participate and engage in monthly content related professional learning and learning communities.</p> <p>4. Promote collegiality through collaborative work and reflective practices with teachers and administrators.</p> <p>5. Support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning.</p> <p>6. 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>

Name	Position Title	Job Duties and Responsibilities
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15. review current developments, literature and technical sources of information related to job responsibilities.
16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)
17. ensure adherence to good safety procedures.
18. follow federal and state laws, as well as School Board policies.
19. perform other duties as assigned by the principal or designee.

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 Advisory Council (SAC) is held on the first Monday of each month. Schoolwide announcements and school events are used to involve all stakeholders, leadership teams, teachers, school staff, parents, families, businesses, and community leaders to involve them in the SIP development. Their input was used in the SIP to fulfill the school improvement plan. Parental and community involvement are crucial to all successful educational programs, and BMSS takes varying steps and initiatives to maintain an open door policy, be welcoming and inviting to all, encourage participation at any level, as well as elicit the needs of our stakeholders and be responsive to such needs.

SIP Monitoring

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

The SIP will be monitored regularly for effective implementation and impact on increasing the achievements of students with disabilities (SWD) and English Language Learners (ELL). BMSS will use progress monitoring (P1, P2, and P3), iReady diagnostics (AP1, AP2, and AP3), interventions, specialized instructions, and iReady growth monitoring every quarter to ensure the students are making adequate progress and learning gains. Additionally, teachers and school staff will utilize DataChats, PLC meetings, and SAC meetings to monitor progress in the classroom core curriculum, and the school improvement plan is being implemented with fidelity. Changes will be made as necessary.

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)	Combination School KG-12
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	94%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) 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: A 2018-19: A 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	3	2	0	5	
One or more suspensions	0	0	0	0	3	2	8	6	12	31	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	4	5	8	2	9	17	16	11	72	
Level 1 on statewide Math assessment	0	5	7	14	5	21	15	12	10	89	
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	0	0		

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	3	2	0	5

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	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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 school days	0	0	0	0	0	0	3	2	0	5	
One or more suspensions	0	0	0	0	3	2	8	6	12	31	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide FSA ELA assessment	0	4	5	8	2	9	17	16	11	72	
Level 1 on statewide FSA Math assessment	0	5	7	14	5	21	15	12	10	89	
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	0	0		

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	3	2	0	5

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	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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*	47	55	53	42	57	55	49		
ELA Learning Gains				48			39		
ELA Lowest 25th Percentile				42			41		
Math Achievement*	33	52	55	29	47	42	31		
Math Learning Gains				59			16		
Math Lowest 25th Percentile				65			4		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	29	50	52	18	52	54	35		
Social Studies Achievement*	69	68	68	48	64	59	52		
Middle School Acceleration	67	72	70	58	57	51	68		
Graduation Rate		68	74		50	50			
College and Career Acceleration		54	53		66	70			
ELP Progress	63	53	55	48	75	70	70		

* 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	361
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	457
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	15	Yes	4	1
ELL	47			
AMI				
ASN				
BLK	40	Yes	1	
HSP	44			
MUL				
PAC				
WHT	63			
FRL	42			

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	39	Yes	3	
ELL	37	Yes	1	
AMI				
ASN				
BLK	42			
HSP	43			
MUL				
PAC				
WHT	59			
FRL	43			

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	47			33			29	69	67			63
SWD	23			23			0				3	
ELL	34			45							3	63
AMI												
ASN												
BLK	39			22			16	63	55		6	
HSP	57			45			29				3	
MUL												
PAC												
WHT	65			60							2	
FRL	41			27			23	61			5	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	42	48	42	29	59	65	18	48	58			48
SWD	24	43		19	69							
ELL	41	44	30	32	57		9					48
AMI												
ASN												
BLK	32	41	45	24	61	65	21	43				
HSP	52	51		33	53		20					46
MUL												
PAC												
WHT	57	65		41	71							
FRL	36	45	48	25	54	59	17	45				61

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	49	39	41	31	16	4	35	52	68			70
SWD				0								
ELL	29	35		31	25		21					70

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	43	23	18	22	12	8	25	54				
HSP	52	52		35	4		41					70
MUL												
PAC												
WHT	65	57		54	44		46					80
FRL	43	31	25	25	10	0	40	40				65

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
05	2023 - Spring	47%	56%	-9%	54%	-7%
07	2023 - Spring	42%	49%	-7%	47%	-5%
08	2023 - Spring	50%	49%	1%	47%	3%
04	2023 - Spring	57%	61%	-4%	58%	-1%
06	2023 - Spring	18%	50%	-32%	47%	-29%
03	2023 - Spring	51%	53%	-2%	50%	1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	9%	54%	-45%	54%	-45%
07	2023 - Spring	36%	51%	-15%	48%	-12%
03	2023 - Spring	37%	62%	-25%	59%	-22%
04	2023 - Spring	64%	65%	-1%	61%	3%
08	2023 - Spring	0%	46%	-46%	55%	-55%
05	2023 - Spring	33%	58%	-25%	55%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	38%	*	44%	*
05	2023 - Spring	22%	46%	-24%	51%	-29%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	44%	48%	-4%	50%	-6%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	37%	63%	-26%	63%	-26%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	64%	-3%	66%	-5%

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.

In 21-22, the Florida Student Assessment (FSA) showed the lowest performance in math with subgroups SWD achievement at 19 and ELL at 32. In 21-22, the Florida Student Assessment (FSA) ELA was also an area of concern with subgroups SWD at 24 and ELL at 41. In the 22-23 Florida Assessment of Student Thinking (FAST), math showed the lowest performance among subgroups ELL and SWD, performing below 41%. The data used to determine the areas of concern was FSA in 21-22 and FAST in 22-23. FAST/STAR data was used to determine areas of concern with ELL and SWD students in grades K-2. FAST data was used to determine areas of concern in grades 3-5 and 6-8. In middle school (6-8), students had the lowest performance in 8th-grade math and 6th-grade ELA in the ELL and SWD subgroups.

In the 2023 state proficiency assessment, BMSS showed the lowest performance in 6th-grade and 8th-grade math achievement, earning an overall 0% proficiency in grade 8th and an overall 9% proficiency. In grade 6th, in ELA 6th grade achievement, 18% achieved proficiency. The Contributing factors to this include teacher effectiveness, weak foundational skills, and a gap in bridging to B.E.S.T. standards. Additionally, students were impacted by longer testing sessions, fatigue, one session per assessment,

and increased questions. The ELA teacher's first year teaching Middle School ELA 22-23, newly adopted curriculum to align with B.E.S.T and being the first-time students taking the FAST assessments and the first-year teachers administering the FAST. The lack of support and implementation with interventions and small groups. Math and Science teachers first-year teaching B.E.S.T. standards. An additional contributing factor was the lack of understanding of the requirements of the FAST assessments.

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

Based on the ESSA Data, the students with disabilities (SWD) subgroup showed the most significant decline during the Florida Assessment Student Thinking (FAST) assessment 22-23 SY in math and ELA among Students with disabilities (SWD), and English Language learners (ELL) subgroups in middle school grades 6-8, who performed below the 41% Federal Points Index. The Contributing factors to this include teacher effectiveness, weak foundational skills, and a gap in bridging to B.E.S.T. standards. Additionally, students were impacted by longer testing sessions, one day to complete the test, and increased questions. The ELA teacher's first year teaching Middle School ELA in 22-23 SY, the newly adopted curriculum to align with B.E.S.T and being the first-time students taking the FAST assessments and the first-year teachers administering the FAST. The learning curve of the adopted curriculum and the lack of additional support with an intensive reading class in middle school.

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.

According to the most recent Florida Assessment of Student Thinking (FAST) 22-23 SY. The data components with the most significant gap compared to the state average were students with disabilities (SWD) in both core subjects, ELA/reading, math, and science. Factors contributing to this gap relate to the teacher's experience and effectiveness in students' difficulties not being addressed in the classroom throughout the year. The attendance of students during tutoring sessions was low for most of the middle school students whose teachers recommended attending tutoring sessions, which is another factor contributing to this gap and low performance. Additionally, the effects of the year schools were shut down during the pandemic is another factor in low performance. Students with disabilities in grade bands 6-8 performed the lowest in ELA and math. Some students did not show up for the district assessments since it was optional for families in 20-21, making it challenging to collect data and target areas of weakness upon school reopening. Based on the FAST data 22-23, students with disabilities have been improving since 21-22. In 21-22, SWD achieved 36% of the Federal Points Index, 24% in ELA achievement, and 19% in math achievement.

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

The data component showed the most improvement in ELA 3rd grade and Math 4th grade. The school conducted reading interventions in the fourth quarter and monitored progress through the MTSS support with two interventionists. In the 4th grade math, the teacher's experience and students' attendance during tutoring sessions were greater and offered twice per week than that of Middle school students. The school action was hiring two interventionists to work with the literacy coach for pull-out sessions. Teachers were more equipped with tier 2 instructions in the classroom setting, centers, differentiation instruction, and able to implement the intervention resources from their core curriculum. They implemented strategies to increase their reading and math performance along with the literacy coach's support. Students, teachers, and parents were more motivated, involved, and supported throughout the school year.

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

Under the Early Warning System indicators, there are two areas of concern: 63 students demonstrated a substantial reading deficiency, which will affect their overall success across all subject areas.

The second potential area of concern is 77 students' lack of math foundations, which will affect their overall score on the math state assessment. The MTSS team will use Data Chats to notate the students identified for support. MTSS/CPTS team will review action plans, data, intervention data to reflect on progress and needed course corrections. An administrator will be assigned to each team for ongoing support. Team leaders will review data to ensure plans are implemented, progress is reflected, and corrections are made if needed.

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

1. MTSS/CPST will provide strategies and collaborate consistently in monthly meetings to assist new teachers and out-of-state teachers in increasing the subgroups' overall Reading proficiency. With weekly support with students with disabilities (SWD) and English Language Learners (ELL). Rtl as needed to improve in areas of weakness.
2. Increase the proficiency in reading and math of students with disabilities. On-going retention to Intervention (Rtl) and monitoring students one grade below, using push-in and push-out models and collaboration with teachers to help close the foundational gaps.
3. Increase the proficiency in reading and math of ELL students. ELL students who need interventions will be placed in Rtl 2-3 times weekly to work on weak areas determined by the Early Warning System (EWS).
4. Increase learning gains for bottom quartile students in reading and mathematics. Students will be monitored
5. Intensive/Remediation Reading and math class for middle school students

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 English Language Learners**Area of Focus Description and Rationale:**

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

Area of focus: ESSA Subgroup specifically relating to English Language Learners. ELA and math were identified as critical need areas emphasizing on phonics, vocabulary, and comprehension in reading. Data shows a need for focus on core content areas for English language learners. Students' success will be measured through progress monitoring tools available and district assessments. The school will increase by at least 20% proficiency in ELA. Interventions will be in place according to the most recent data to implement and monitor the identified areas of weakness. Teachers will use data to provide small-group and one-on-one instruction to ensure students' academic weaknesses are being addressed. The school will also provide professional development opportunities at different times of the year.

Measurable Outcome:

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

ELL students' progress will be measured through progress monitoring tools quarterly, the District assessment FAST PM 3 scores, and alternative assessments approved by Broward County. Students in Elementary will be placed in the Response to Intervention process (RTI) to improve their English proficiency and improve their performance in all core academic areas by 10% by May 2024.

Monitoring:

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

Based on assessment data from the previous school years' assessment results, the teachers and the Literacy Coach will be conducting Data Chats to ensure the delivery of instruction will be implemented and monitored quarterly in collaboration with teachers and the literacy coach. Additionally, the teachers will utilize the ELL materials and resources available in the core math, ELA, science, and social studies curriculum to support ELL students in their core classroom subjects. FAST PM 1, PM2, iReady diagnostic AP1, AP2, and growth monitoring assessments monthly, after-school tutoring sessions and intervention data, and assessments.

Person responsible for monitoring outcome:

Hasan Kose (hkose@bmsschools.org)

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.)

ATSI- Subgroup (ELL) We will use the FAST and STAR progress monitoring (PM1, PM2, PM3), iReady diagnostic (AP1, AP2, AP3), iReady growth monitoring monthly, iReady Teacher ToolBox, Benchmark assessment, core curriculum unit assessments to provide differentiated small group instruction. We will use Discovery/Horizons and TeacherToolBox for grades K-5 during pull-outs for tiers 2 and 3 interventions.

We will utilize school-based coaching support in collaborative planning and classroom implementation of the core curriculum intervention and resources for differentiation instruction. We are also trying to attain an extra school-based interventionist to assist in providing tiered intervention to students and monitor students' progress.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

FAST and STAR are part of our progress monitoring. We will also use our district-approved, peer-reviewed, research-based resources design to provide targeted, differentiated small-group instruction: Discovery and Teacher ToolBox iReady for elementary ELA differentiated small-group instruction. Read

180 and System 44 will be used for tiered students during intervention for middle school students. Coaching support for collaborative planning and classroom feedback is part of our reading plan. Our intensive reading teacher provides evidence-based interventions, RTI lesson plans, and pull-out groups for grades K-8.

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 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Students in grades K-5 will utilize the McGraw-Hill Core Reading Series as the primary source for the 90-minute uninterrupted ELA block. Teachers will provide comprehensive and rigorous instruction using the I Do (whole group), We Do (Guided), and You Do (independent practice) instructional model and leveled centers to provide a more hands-on approach. The teacher will follow the pacing guide to ensure standards are implemented and taught. Teachers will provide whole-group and small-group instruction at the tier 1 level, weekly assessments, and biweekly target/skill assessments. The teachers will use small group instruction based on students' reading levels and will incorporate leveled readers—after-school tutoring for all subject areas, push-in, and pull-out during school hours. The leadership team will meet weekly to discuss the needs of the students and ensure the programs adopted will support all the needs of our English language learners to implement data-driven instruction.

Person Responsible: Katy Twist (ktwist@bmsschools.org)

By When: Action will be implemented and ongoing until May 30th, 2024.

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

3. ESSA Subgroup specifically relating to SWD.**Measurable Outcome:**

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

Using a three-tier based reading program, students will be enrolled in Intensive Reading courses grouped according to their individual needs. Using the evidenced-based programs, Read 180 and System 44, intervention materials embedded in the core curriculum with individualized programs will be implemented in one-on-one, small-group, and whole-group instruction. Increased reading proficiency will be measured using the FAST progress monitoring system to ensure students make gains of at least 10% in the Federal Points Index by May 2024.

Monitoring:

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

The reading program will be monitored by administering continuous Common Formative Assessments within the classroom setting. The progress monitoring tools within Systems 44 and Read 180 will also be used with fidelity. Administrative walkthroughs will be conducted to provide additional assistance and support.

Person responsible for monitoring outcome:

Katy Twist (ktwist@bmsschools.org)

Evidence-based Intervention:

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

The evidence-based intervention will be implemented for this area of focus. ESSA The strategy incorporates a blended learning opportunity that tailors the lessons to accommodate the unique needs of the learner. Using both technology and direct instruction, teachers are able to deliver instruction, practice, and assign assessments for each student. The strategy chunks lessons and adopts materials to individualize instruction and monitor progress. Teachers will implement the core curriculum with embedded materials and resources to individualize instruction to support our students with disabilities and help close the gaps.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The needs of students in Intensive Reading classes vary according to their individual abilities and evidence-based. Some students will require the Systems 44 program, where individual sounds are being blended. Whereas some students are beyond that level and struggle at a 3rd or 4th-grade level and need multisyllabic word attack skills. These students would benefit from the Read 180 program and Response to Intervention. Using the push-in and pull-out models to support their areas of difficulty. Other students merely need fluency and comprehension practice. By incorporating both programs and sorting the Intensive Reading classes according to these needs, we believe we will strongly support our most fragile readers and assist in promoting academic reading gains.

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 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Students with Disabilities (SWD), who mostly fall into the subgroup of the Lowest 25% Included are our most fragile learners, needing the most support in order to succeed and increase proficiency achievement. Our area of focus is to seek learning gains for our students with disabilities in both math and reading by providing interventions, services, and classroom support to increase their performance. This ESSA subgroup is one of our subgroups that were identified as below 41%—students who have been below the FPPI for the last three years. Students in middle school will be enrolled in an Intensive Reading course and an intensive math course, grouped according to their individual needs. Using the evidenced-based programs, Read 180 and System 44, intervention materials embedded in the core curriculum with individualized programs for ELA, reading, and math will be implemented in one-on-one, small-group, and whole-group instruction.

Person Responsible: Fabricia Maroclo (fmaroclo@bmsschools.org)

By When: As measured by the FAST progress monitoring assessment, students with disabilities' outcomes will increase academic achievement in both areas of Reading and Mathematics by 10% points by May 30, 2024.

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

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

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

The area of Focus must be a positive culture and environment specifically relating to teacher retention and recruitment.

A highly qualified teacher recruitment coordinator will be assigned to implement the recruitment plan. Assistance will be sought from consulting organizations that specialize in highly qualified teacher recruitment.

Advertise openings in community publications; communicate with professional organizations, church groups, and other community organizations.

Search for highly qualified teachers from sources other than the traditional academic pipeline, such as public school superintendents or retired educators.

Increase teachers' with a letter of eligibility or out-of-area and teachers' aid interest in the teaching profession by encouraging their participation in several school programs.

Invite highly qualified teachers to school activities to show the school structure firsthand. Describe the school's working environment, opportunities for professional growth, professional collaboration, hiring incentives, additional benefits, and mentorship.

BMSS work hours are 7:30-4:00 for teachers.

BMSS trains current faculty and staff to create a cordial and inviting workplace. On-site professional development opportunities will be offered throughout the year regarding the classroom curriculum, online platforms, classroom management, and an increase in positive communication. BMSS provides professional development leadership opportunities in local, statewide, and national community college organizations.

BMSS has an open-door policy. An immediate meeting with the administrator could be requested anytime.

BMSS contributes up to 60% of health insurance premium costs.

BMSS organizes new employee orientations to integrate into the school environment.

Measurable Outcome:

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

BMSS outcome is to increase the school retention of highly qualified teachers by 75%, with the recruitment coordinator assigned to implement the recruitment plan. Assistance will be sought from consulting organizations that specialize in highly skilled teacher retention—additional support for novice and out-of-state teachers to help them become highly effective educators.

Monitoring:

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

Surveys will monitor this area of focus sent out to teachers on an ongoing basis, provide support, demonstrate appreciation by recognizing their hard work, and nominate the teacher of the month in conjunction with the City of Margate, where they are recognized and celebrated at the Margate city hall.

BMSS provides staff Breakfast on Thursdays and Fridays

Open door policy to address any concerns and provide curriculum and resources that align with the district standards.

Leadership opportunities and opportunities for educational improvement and advancement.

BMSS is committed to providing a safe environment for teachers where their voices are heard, birthday celebrations, sharing the sorrow when there is a loss in the family, supporting each other, a family-like environment, and providing mentorship.

Person responsible for monitoring outcome:

Hasan Kose (hkose@bmsschools.org)

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.)

Surveys will monitor this area of focus sent out to teachers on an ongoing basis, provide support, demonstrate appreciation by recognizing their hard work, and nominate the teacher of the month in conjunction with the City of Margate, where they are recognized and celebrated at the Margate city hall. BMSS provides staff Breakfast on Thursdays and Fridays
Open door policy to address any concerns and provide curriculum and resources that align with the district standards.
Leadership opportunities and opportunities for educational improvement and advancement.
BMSS is committed to providing a safe environment for teachers where their voices are heard, birthday celebrations, sharing the sorrow when there is a loss in the family, supporting each other, a family-like environment, and providing mentorship.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The area of Focus must be a positive culture and environment specifically relating to teacher retention and recruitment. BMSS will provide and maintain a positive, safe, supportive, and collaborative environment for teachers. BMSS provides professional development leadership opportunities in local, statewide, and national community college organizations—coaching support and modeling for new teachers and those needing a deeper level of support. Provide feedback after walkthroughs and informal observations to improve their performance on the formal observations.
With the open-door policy, teachers can request an immediate meeting with administrators at any time to address concerns and request support.

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 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

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

ATSI focus areas are the ESSA subgroup relating to English Language Learners, Students with Disabilities subgroups, and the positive culture environment in the Early Warning System (EWS). Train teachers and mentors to work with ESE and ESOL students in small groups to check for understanding during differentiation instruction. This will greatly impact teaching strategies to support our ESE and ESOL students, reteach, and accelerate. The school will allocate funds to hire support staff, interventionists, materials, and resources for ELL students and SWD students. Title I funded instructional coaches and interventionists provide professional development through the Professional Learning Community (PLC), which will be used to provide training and

courses needed to support teachers and the literacy coach to implement a comprehensive intervention plan that focuses on classroom small group instruction and intensive intervention. "There must be an ongoing assessment of programs and initiatives in the school, and common formative assessments are vital." (Jessie in The Elements of a Professional Learning Community)—ongoing Professional Development, certification advancement incentives, endorsements incentives, and support for veteran, novice and out-of-state teachers. Funds are allocated directly to cover intervention materials, endorsements, professional developments, substitute teachers, interventionists who work with students in a small group setting, target instruction on the gaps identified by the EWS, progress monitoring tools, diagnostics, and assessments. In the area of RTI, our school has merged the MTSS Coordinator with the literacy interventionist and a qualified ESE teacher who will continue to provide student services while the ESE specialist oversees the ESE department. Moving forward, our school will add a dedicated math/science curriculum coach. BMSS would benefit from a dedicated school counselor to assist in student relations as well.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage* where the SIP is made publicly available.

The School Advisory Council (SAC) meets on the first Monday of each month to review various high-return-on-investment data, such as Progress monitoring, iReady, District Assessments, and all Policies, procedures, and protocols adopted by the school. Schoolwide announcements and school events are open to the public and used to involve all stakeholders, leadership teams, teachers, school staff, parents, families, businesses, students, and community leaders to inform them about the school-wide plan. Therefore, we will use all those avenues for the dissemination of the school improvement plan (SIP). Their input was used in the SIP to fulfill the school improvement plan. Parental and community involvement is crucial to implementing and monitoring the school improvement plan, and BMSS takes varying steps and initiatives to maintain an open-door policy and transparency. The school improvement plan will be available on the school website and provided in four languages upon request. Information from the School Improvement Plan will be disseminated to all stakeholder groups through the abovementioned platforms, School-based committees, and the School Advisory Council (SAC). SAC's next meeting will be to review the SIP and SWP, as well as to review the progress toward meeting the goals each month. SAC will work together with all stakeholders, leadership teams, teachers, school staff, parents, and families to complete the mid-year Reflection of the SIP.

Our school participates in several community fundraising events where staff and parents participate to help raise funds for local organizations. Specific roles for our internal and external stakeholders are also clearly defined in an agreement with our school. Keeping our parents on board with our students' successes and struggles is key to helping them be better students. Notices will continue to be distributed in multiple languages. These meetings with our families and communities will help the school continue to improve and build relationships to help our community feel connected.

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

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

The school's Family Engagement Plan is publicly available on the school website. Bmss implements several strategies to create and foster a positive school environment for all involved with the school. Safety and security provide the foundation for everyone who enters the school, with a diverse system of locking and screening procedures. Upon entrance, the school offers a welcoming atmosphere with lively posters, student artifacts, and informational sessions highlighting guidelines and activities that are partaken by staff and students in building enthusiasm. Any issue of concern, whether discipline, academic, behavioral, or personal, is approached from a place of caring. Decisions are collaboratively made to provide the opportunity to brainstorm for the most successful solutions by and with all concerned parties. Morning announcements are made daily. School-wide ClassDojo increases our communication with families while promoting a safe and caring school. The school also uses social media, emails, and our website/online means to invite parents, families, and community members to school events and be informed about the high academic expectations we have for our students. For SY 24, we have expanded our partnerships by increasing schoolwide visibility and promoting our night events. STEM night, literacy night, Hispanic Heritage event, Truck or Treat, to name a few. Teachers are given different responsibilities including a minimum of two parent conferences a year to keep our families informed. The school will continue to guide teachers to open their classrooms for more parent-involved activities. Parents can volunteer to be part of classroom activities, field trips, dances, and theatre productions. In addition, BMSS plans special events after school throughout the year to bring our families and stakeholders together as often as possible.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plans to strengthen its academic performance by achieving proficiency in math and reading for each grade level, specifically with our ELL and SWD subgroups. In alignment with increasing reading proficiency and overall academic achievement for Students with Disabilities (SWD) and English Language Learners (ELL), we plan to strengthen our achievements through a full-time instructional coach, an additional part-time reading interventionist, strategic scheduling to ensure maximized, continuum of services for SWD in collaboration with teachers and the ESE teacher to ensure their accommodations are given, and support teacher for small group instruction. To increase opportunities for students receiving accelerated curriculum on top of our pull-out services. We also added intensive math and reading classes to help our students who are struggling in those areas. The school will continue to use daily agendas/student planners where students write their homework and important dates and communicate with parents/guardians to ensure the development of responsible, self-directed, life-long learners. To ensure we stay connected with our ELL and SWD families, we will continue to provide school information in multiple languages and staff available to translate. BMSS will host curriculum nights to teach parents/guardians strategies to assist the students in understanding concepts in reading and mathematics at home. Teachers will be able to teach the parents strategies being taught in the classroom so they may learn how to assist their children. BMSS will continue to engage families and community members with STEM and literacy nights to come together collaboratively and show our families the wonderful world of science, technology, engineering, and mathematics. BMSS administrators will meet on a bi-weekly basis to review, revise, and analyze student data based on the progress monitoring tool. During these meetings, the instructional coach and the teacher will identify students who are displaying a lack of mastery of specific skills to determine the best way to reteach the skills and to revise, if needed. The process will be implemented for 6-9 weeks to determine its effectiveness. During that period, the instructional coach and staff support will meet with the classroom

teacher on a bi-weekly basis to identify the effectiveness of the pacing guides by reviewing the assessments used for progress monitoring to identify what skills need to be remediated in a small group setting and readjust the structure if necessary based on data from the evaluations. Even after 6-9 weeks, if the program is effective, the bi-weekly meetings will continue to maintain communication and effectiveness. The program should be able to produce a much better conceptual understanding for the students; however, the school wants to determine the effectiveness of the classroom use and of the teacher implementing it within the daily or weekly instructional delivery.

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))

Families with extensive support may be referred to community agencies for specialized support.

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))

Broward Math and Science Schools hired a parent liaison who ensures students, parents, and families have mental health-certified personnel to seek. We adopted a comprehensive school mentorship plan to ensure that we are meeting the varying needs of students. In the students' schedules, we added a block for health and well-being and purchased materials and resources to be implemented in the classroom. Students receive support in and outside of the classroom as needed. The students', staff members, and teachers' well-being are one of our highest priorities, among safety, a positive learning environment, and high expectations for all students. Provide all staff training on implementing components of Positive Behavior Intervention & Support (PBIS) in the Classroom. Train teachers and mentors to work with ESE and ESOL students in small groups to check for understanding during differentiation instruction. This will allow a high impact on teaching strategies to support our ESE and ESOL students, reteach, and accelerate. Best practices of school-based mental health services are part of ongoing professional development; all teachers and school staff are equipped with resources and assistance training program of Youth Mental Health Awareness Training (YMHAT) to help school personnel identify and understand the signs of Mental health concerns and provide such personnel with the next steps to find help for a student and person who is experiencing mental health concerns or substance use disorder.

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))

N/A

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).

Implementation of positive discipline in the classroom will be an ongoing focus. The administration will review and support discipline procedures, including attending all reentry meetings and ensuring support plans with counseling support and intervention are included—ongoing professional development of

Positive Behavior Intervention & Support (PBIS). The PBIS, or Multi-Tiered System of Support, is a systematic approach to ensuring that all students receive the behavioral and social-emotional support to succeed. The CPST will work closely with teachers and students to ensure early behavior intervention support when needed. Once the student is tiered for behavior, an ongoing behavior intervention will be implemented and monitored biweekly. A quarterly review of discipline data to support continued schoolwide focus will be conducted. CHAMPS is also an evidence-based training that department leads will trained to help team members. CHAMPS is grounded on a proactive approach to classroom management. The acronym stands for Conversation, Help, Activity, Movement, Participation, and Success.

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))

Team leaders and the instructional coach will be trained to deliver mini-professional learning to improve instruction and the use of data from academic assessments. The elementary team holds PLC meetings every other week for data chats and collaborative planning sessions and chunking the PD as teachers are ready to implement additional strategies throughout the year. Additionally, teacher leaders will participate in instructional Coaching to develop their skill set to support their grade-level teams with the implementation of effective instructional practices. Train teachers and mentors to work with ESE and ESOL students in small groups to check for understanding during differentiation instruction. This will allow a high impact on teaching strategies to support our ESE and ESOL students, reteach, and accelerate. It's essential during the recruitment of teachers in high-need subjects to always consider their evaluation in the previous year, letter of recommendation, and input from their previous employer. Add support, professional development, and training for new teachers. Acknowledging and appreciating diversity and improving equity, inclusion, and access by reflecting on existing regularities in discipline planning and identifying better practices that help all students thrive and achieve their full potential.

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