

Broward County Public Schools

Bair Middle School



2021-22 Schoolwide Improvement Plan

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Bair Middle School

9100 NW 21ST MNR, Sunrise, FL 33322

[no web address on file]

Demographics

Principal: Keietta Givens

Start Date for this Principal: 8/18/2016

2019-20 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (59%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

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Bair Middle School

9100 NW 21ST MNR, Sunrise, FL 33322

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>69%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>91%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Bair Middle School is to provide rigorous academic instruction in a safe environment that embraces and meets the needs of our diverse population and enables our students to become productive, responsible citizens.

Provide the school's vision statement.

Bair Middle School's vision is to provide academic excellence that supports mental rigor, encourages critical thinking, and teaches technological skills necessary to equip our diverse student population with tools to compete and succeed in the global economy of the 21st century. Students who leave Bair Middle school will be Bound for College and Career, Analytical thinker, Intelligent, and Responsible People..

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Givens, Keietta	Principal	Oversees all school operations and customer service. Monitors employees and facilities, creates budget, performs evaluations, develops schoolwide partners and programs, approves master schedule.
Pluim, Cindy	Assistant Principal	Monitors ESOL, ESE, Title 1, Guidance, and Social Studies department. Develops schoolwide SIP and state SIP plans. Develops School Accountability Council (SAC), assist with data teams and professional learning. Performs evaluations with various departments and employees.
Emirth, Dian	Magnet Coordinator	Advertises and develops schoolwide Magnet Program, recruits students, analyze applications, Title 1 liaison, assist with scheduling as part of the data team.
Campuzano, Richard	Assistant Principal	Monitors facilities, safety, and ELA department. Organizes and approves school clubs and evaluates various employees.
Gale, Letia	Assistant Principal	Master Scheduler, Monitors and evaluates Math and Science departments, organizes facilitates curriculum leadership team.
Vickers, Patrice	Math Coach	Monitor math data and assessments, create the instructional focus calendars, develop reteach and enrichment programs, mode for math teachers.
Wilson, Denise	School Counselor	Guidance Counselor over 7th grade, Response to Intervention team member, course recovery, and HOPE coordinator.

Demographic Information

Principal start date

Thursday 8/18/2016, Keietta Givens

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

21

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

38

Total number of teacher positions allocated to the school

59

Total number of students enrolled at the school

890

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	335	303	305	0	0	0	0	943
Attendance below 90 percent	0	0	0	0	0	0	51	73	39	0	0	0	0	163
One or more suspensions	0	0	0	0	0	0	8	3	2	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	47	45	77	0	0	0	0	169
Course failure in Math	0	0	0	0	0	0	23	38	27	0	0	0	0	88
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	65	63	67	0	0	0	0	195
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	78	79	80	0	0	0	0	237
Number of students with a substantial reading deficiency	0	0	0	0	0	0	143	153	136	0	0	0	0	432

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	120	129	121	0	0	0	0	370

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	1	8	4	0	0	0	0	13

Date this data was collected or last updated
Monday 6/28/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	317	339	296	0	0	0	0	952
Attendance below 90 percent	0	0	0	0	0	0	47	57	56	0	0	0	0	160
One or more suspensions	0	0	0	0	0	0	55	47	45	0	0	0	0	147
Course failure in ELA	0	0	0	0	0	0	32	27	13	0	0	0	0	72
Course failure in Math	0	0	0	0	0	0	32	27	13	0	0	0	0	72
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	113	116	86	0	0	0	0	315
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	113	116	86	0	0	0	0	315

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	61	67	50	0	0	0	0	178

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	7	5	12	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	11	6	8	0	0	0	0	25

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	317	339	296	0	0	0	0	952
Attendance below 90 percent	0	0	0	0	0	0	47	57	56	0	0	0	0	160
One or more suspensions	0	0	0	0	0	0	55	47	45	0	0	0	0	147
Course failure in ELA	0	0	0	0	0	0	32	27	13	0	0	0	0	72
Course failure in Math	0	0	0	0	0	0	32	27	13	0	0	0	0	72
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	113	116	86	0	0	0	0	315
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	113	116	86	0	0	0	0	315

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	61	67	50	0	0	0	0	178

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	7	5	12	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	11	6	8	0	0	0	0	25

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				49%	57%	54%	55%	57%	53%
ELA Learning Gains				51%	57%	54%	61%	57%	54%
ELA Lowest 25th Percentile				43%	48%	47%	56%	50%	47%
Math Achievement				53%	60%	58%	56%	60%	58%
Math Learning Gains				50%	58%	57%	59%	59%	57%
Math Lowest 25th Percentile				43%	49%	51%	50%	50%	51%
Science Achievement				44%	49%	51%	49%	52%	52%
Social Studies Achievement				66%	71%	72%	63%	72%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	43%	57%	-14%	54%	-11%
Cohort Comparison						
07	2021					
	2019	47%	55%	-8%	52%	-5%
Cohort Comparison		-43%				
08	2021					
	2019	50%	59%	-9%	56%	-6%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	43%	58%	-15%	55%	-12%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	42%	53%	-11%	54%	-12%
Cohort Comparison		-43%				
08	2021					
	2019	31%	45%	-14%	46%	-15%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	42%	43%	-1%	48%	-6%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	71%	-7%	71%	-7%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	87%	61%	26%	61%	26%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	91%	56%	35%	57%	34%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Students take Diagnostic test through IReady in ELA and Math, and use Mastery Connect in Social Studies and Science. After each data cycle (3-4 weeks) all students do Bair Common Formative mini-assessments which is shown on each department's data padlet. Trends for each standard assessed in the cycles are analyzed for strength and weaknesses, and reteach/enrichment activities are planned.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	83/31.9	63/28.6	6/13.3
	Economically Disadvantaged	46/24.9	39/24.1	3/8.3
	Students With Disabilities	7/15.6	5/13.2	0/0.0
	English Language Learners	1/7.7	2/20.0	0/0.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28%	46/24.0	2/33.3
	Economically Disadvantaged	19%	46/24.0	1/20.0
	Students With Disabilities	15%	5/10.4	0/0.0
	English Language Learners	20%	2/15.4	0/0.0

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32%	58/26.9	57/26.9
	Economically Disadvantaged	23%	43/26.4	40/25.3
	Students With Disabilities	19%	3/9.7	4/13.3
	English Language Learners	21%	2/18.2	2/16.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29%	17/9.8	3.8
	Economically Disadvantaged	20%	12/8.8	0/0.0
	Students With Disabilities	17%	0/0.0	20.0
	English Language Learners	19%	1/7.7	0/0.0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	49%		
	Economically Disadvantaged	40%		
	Students With Disabilities	29%		
	English Language Learners	30%		

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30%	95/37.4	23/51.1
	Economically Disadvantaged	28%	59/34.3	9/32.1
	Students With Disabilities	20%	4/14.3	0/0.0
	English Language Learners	22%	1/8.3	0/0.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29%	10/7.3	0/0.0
	Economically Disadvantaged	20%	8/7.6	0/0.0
	Students With Disabilities	18%	1/3.3	0/0.0
	English Language Learners	20%	1/9.1	0/0.0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	24%		
	Economically Disadvantaged	18%		
	Students With Disabilities	15%		
	English Language Learners	18%		

Subgroup Data Review

2021 SCHOOL GRADE 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
SWD	19	23	19	15	13	17	13	29			
ELL	22	30	26	10	9	11	12	35	33		
ASN	50	47		31							
BLK	34	31	21	21	13	17	29	42	45		
HSP	41	36	35	24	11	19	31	45	60		
MUL	59	38		33	13						
WHT	59	55		33	16	17	42	60	55		
FRL	34	32	30	19	11	15	26	41	43		
2019 SCHOOL GRADE 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 2017-18	C & C Accel 2017-18
SWD	26	44	37	29	44	42	24	42	54		
ELL	40	48	46	48	52	49	27	48	83		

2019 SCHOOL GRADE 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 2017-18	C & C Accel 2017-18
ASN	77	63		83	60		67	80	87		
BLK	42	48	42	43	48	44	34	63	79		
HSP	55	54	40	61	56	38	46	67	87		
MUL	60	56		74	44			77			
WHT	66	59		69	50	31	71	74	91		
FRL	45	51	45	49	49	42	41	66	82		
2018 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	26	55	51	25	47	50	25	35			
ELL	40	57	53	44	62	59	45	65			
ASN	87	74		96	65						
BLK	47	58	56	47	53	45	42	58	81		
HSP	63	65	61	64	66	67	60	70	82		
MUL	62	74		68	69		33				
WHT	75	61		72	73	70	69	66	91		
FRL	51	60	56	52	56	49	47	61	78		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	320
Total Components for the Federal Index	10
Percent Tested	90%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	22
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	32
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	42
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our trends from this past year show a decrease in FSA math scores for grades 6, 7, and 8. The biggest decrease was in 8th grade. Our Algebra proficiency rate also decreased below 50% proficient, however our Geometry proficiency rate was at 68% (above 50%).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Learning gains in our lowest 30% demonstrate the greatest need for improvement in both ELA and Math. our SWD students show the greatest need for learning gains as compared to other subgroups.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Due to the Covid-19 Pandemic, many of our students in the lowest 30% did not come to physical school campus. They used online tools such as Canvas and Teams to learn the standards based materials, and many of those students did not have monitoring at home to ensure they remain engaged.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The areas that should growth, even with percentage of students who did not come to the physical campus, was in Civics, grade 7, with at least 49% proficient, and in Geometry proficiency with at least 68% proficiency. As compared to the District averages in these two areas, our school met the average.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Literacy strategies are used in all content area classes, and there was a Level Up tutorial camp provided for both of these strength areas. Ongoing data chats were utilized after each Bair Check with staff and students.

What strategies will need to be implemented in order to accelerate learning?

Differentiated instruction and learning stations will take place in all tested content area classes. Technology infusion will also be increased using laptop carts and pullout small group technology stations. Course Recovery from Canvas courses will be available from first quarter and each quarter after that.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional learning opportunities will include using Project-Based Learning (PBL) to incorporate several standards and thematic learning to accelerate engagement and learning. ESE and ELL strategies using In-Class Ellevation and ED Plan tools will be stressed in an effort to reach all subgroups to their highest potential.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

ESSER Coaches will use school wide programs and data tools to facilitate their pullout groups and push-in classes. Modeling of various strategies and lesson study will also become part of the educational environment. Classroom instructional rounds will take place with debriefing afterwards.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: The ESSA subgroup that has critical need for Bair Middle is our Students With Disabilities. Our SVE students performed on district average level for the alternative assessment, however our mainstreamed SWD students did not meet criteria in learning gains or proficiency on ELA and Math FSA scores.

Measurable Outcome: By June 2022, the SWD subgroup will increase ELA and Math learning gains by at least 10% and proficiency levels by at least 8%. This will be measured by test data on the FSA ELA and Math Assessments.

Monitoring: the ESE Specialist, Support Facilitators, and Academic Coaches will focus on the lowest 30% in their weekly pullouts and push in classes. Each cycle of Bair Formative Assessments will be disaggregated by subgroups to see trends, and department chairs will share these trends at Professional Learning Communities for reteach and enrichment centers.

Person responsible for monitoring outcome: Towanda Seabrook (towanda.seabrook@browardschools.com)

Evidence-based Strategy: Vocabulary infusion strategies such as interactive word walls for each unit, SQ3R graphic organizers and journal writing will be infused into all content area classes. ELA teachers will use IReady and Common Lit materials weekly. The mathematics department will utilize Mastery Connect tools and Brainpop materials. Each department will focus on one of the main cluster areas in ELA along with their content areas, for informational text reading and close reading techniques.

Rationale for Evidence-based Strategy: Most of the FSA testing is centered around reading comprehension and long passages or word problems. Additionally, if academic vocabulary is infused in all content areas, comprehension will increase. Using strategies such as graphic organizers and think alouds with the teachers, also lead to increased student achievement.

Action Steps to Implement

The Literacy Coach will schedule staff Professional Learning Community sessions that focus on the FSA ELA standards as well as the new BEST standards for next year. The ESSER coach will schedule daily pullout groups and conduct push in sessions for our teachers with mainstream SWD students. She will model SWD strategies and learning stations. Bair Formative data will be analyzed at each department meeting after each three week cycle to organize reteach and enrichment strategies.

Person Responsible Krystal Hall (krystal.hall@browardschools.com)

After school tutoring sessions will be scheduled for the second and third quarters to focus on SWD students and the lowest 30% in both ELA and Math test taking strategies.

Person Responsible Patrice Vickers (patrice.vickers@browardschools.com)

After-school Firewall program will schedule extra help and homework time to assist our SWD students in Math and ELA content area work. They will provide weekly data charts on students' progress to each guidance counselor, ESE Specialist, and Assistant Principals.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our schoolwide discipline data for last year as compared to district data is below the average suspension rates, as many students worked virtually due to the Covid-19 pandemic. For the first quarter, 8th grade data in DMS shows the highest level of administrative interventions then the other 2 grade levels. The suspension rate is still below 5% of the referrals submitted as of first quarter. Bair Middle also institutes PBIS plan and the HERO positive points system to reward positive behaviors and students who demonstrate Bair Pride. Each quarter, the top 50 names from each grade level earn a reward celebration for doing the right thing. Quarterly discipline data will be shared at each grade level meeting on final week's faculty/grade level session. Each quarter the discipline data from Basis will be shared and trends will be analyzed by discipline infraction and referral rates by teachers and grade levels.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Bair Middle focuses on SEL (Social Emotional Learning) for all staff members and students via professional learning, PLC's, student activities, SEL classroom set up, mindfulness time during the first ten minutes of class which is scheduled weekly by department, and collaborative problem solving techniques with our Leadership and Administrative teams.

During our School PRIDE weeks (once per month), our guidance department utilized the Second Step and ReThink Education materials to do mini SEL lessons in their grade level classrooms. The Guidance Director sets up the class rotation schedules.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All parents, teachers and support staff will be orientated to our School Positive Behavior plan via assemblies and our Bair Canvas Course. The stakeholders will be invited to our monthly reward celebrations for demonstrating Bair PRIDE and improvements in grades, attendance, and behaviors. SEL strategies will be introduced at all parent trainings, faculty meetings, and student assemblies. Our Bair Canvas Course and Webpage will include an SEL section, Bair Goals section, and access to our

SIP, Title 1 Addendum, and DOE CIMS plan.

Stakeholders will be able to provide feedback and input through our various surveys throughout the school year.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	132804-TRAINING	2611 - Bair Middle School	Title, I Part C		\$12,000.00
			<i>Notes: Parent Nights and training materials will be scheduled twice per quarter with 5 facilitators each. materials will include parent training items.</i>			
					Total:	\$27,000.00