

Broward County Public Schools

Pines Middle School



2021-22 Schoolwide Improvement Plan

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Pines Middle School

200 N DOUGLAS RD, Pembroke Pines, FL 33024

[no web address on file]

Demographics

Principal: Shawn Aycock

Start Date for this Principal: 9/28/2021

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)	94%
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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (51%) 2016-17: C (49%)
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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Pines Middle School

200 N DOUGLAS RD, Pembroke Pines, FL 33024

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Pines Middle School is to create a safe, creative, learning environment maintained through an atmosphere of positive reinforcement, respect, and understanding which will enable all students to develop to their fullest potential as independent learners. The faculty and staff are committed to offering a variety of programs that will meet the needs of the many sectors of the community that it serves.

Provide the school's vision statement.

Educating today's students to succeed in tomorrow's world.

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
Campbell, Carlton	Principal	To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment.
Doughty, Andria	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.
Santana, Valerie	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.
Angus, Ricardo	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.

Demographic Information

Principal start date

Tuesday 9/28/2021, Shawn Aycock

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.*

2

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.*

8

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

671

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

5

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

4

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	190	214	267	0	0	0	0	671
Attendance below 90 percent	0	0	0	0	0	0	49	57	53	0	0	0	0	159
One or more suspensions	0	0	0	0	0	0	6	25	9	0	0	0	0	40
Course failure in ELA	0	0	0	0	0	0	66	45	58	0	0	0	0	169
Course failure in Math	0	0	0	0	0	0	71	76	58	0	0	0	0	205
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	40	61	56	0	0	0	0	157
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	53	52	71	0	0	0	0	176
Number of students with a substantial reading deficiency	0	0	0	0	0	0	95	123	114	0	0	0	0	332

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	109	117	109	0	0	0	0	335

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	41	33	58	0	0	0	0	132
Students retained two or more times	0	0	0	0	0	0	1	3	1	0	0	0	0	5

Date this data was collected or last updated

Tuesday 9/28/2021

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	202	253	265	0	0	0	0	720
Attendance below 90 percent	0	0	0	0	0	0	45	35	48	0	0	0	0	128
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	41	58	57	0	0	0	0	156
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	55	52	72	0	0	0	0	179

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	17	12	20	0	0	0	0	49

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	2	1	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	3	3	2	0	0	0	0	8

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	202	253	265	0	0	0	0	720	
Attendance below 90 percent	0	0	0	0	0	0	45	35	48	0	0	0	0	128	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	41	58	57	0	0	0	0	156	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	55	52	72	0	0	0	0	179	

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	17	12	20	0	0	0	0	49	

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	2	1	0	0	0	0	0	3	
Students retained two or more times	0	0	0	0	0	0	3	3	2	0	0	0	0	8	

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				47%	57%	54%	42%	57%	53%
ELA Learning Gains				50%	57%	54%	52%	57%	54%
ELA Lowest 25th Percentile				35%	48%	47%	53%	50%	47%
Math Achievement				37%	60%	58%	42%	60%	58%
Math Learning Gains				40%	58%	57%	50%	59%	57%
Math Lowest 25th Percentile				45%	49%	51%	46%	50%	51%
Science Achievement				45%	49%	51%	42%	52%	52%
Social Studies Achievement				65%	71%	72%	69%	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	50%	57%	-7%	54%	-4%
Cohort Comparison						
07	2021					
	2019	46%	55%	-9%	52%	-6%
Cohort Comparison		-50%				
08	2021					
	2019	40%	59%	-19%	56%	-16%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	34%	58%	-24%	55%	-21%
Cohort Comparison						
07	2021					
	2019	35%	53%	-18%	54%	-19%
Cohort Comparison		-34%				
08	2021					
	2019	19%	45%	-26%	46%	-27%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	40%	43%	-3%	48%	-8%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	67%	33%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	63%	71%	-8%	71%	-8%

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	81%	61%	20%	61%	20%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	56%	30%	57%	29%

Grade Level Data Review - Progress Monitoring Assessments

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

iReady Reading and Mathematics were the tools used by each grade level for the data below.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37/21	56/29	2/22
	Economically Disadvantaged	24/18	35/24.6	1/14.3
	Students With Disabilities	1/2/3	5/10.2	0/0
	English Language Learners	2/16.7	1/8.3	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33/17.6	44/23	1/9.1
	Economically Disadvantaged	24/17.5	28/20.1	1/10
	Students With Disabilities	2/4.3	3/6.3	0/0
	English Language Learners	0/0	0/0	0/0

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	62/26.6	81/32.7	1/33.3
	Economically Disadvantaged	44/27.7	56/33.5	0/0
	Students With Disabilities	6/13	9/18	0/0
	English Language Learners	0/0	1/5.3	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	54/23.7	71/28.6	0/0
	Economically Disadvantaged	38/24.7	47/28	0/0
	Students With Disabilities	5/10.6	6/12.5	0/0
	English Language Learners	1/6.7	2/10.5	0/0
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56/23.2	82/32	0/0
	Economically Disadvantaged	38/22.1	58/31.9	0/0
	Students With Disabilities	2/4.5	6/14.3	0/0
	English Language Learners	3/14.3	3/14.3	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22/9/9	36/16.1	0/0
	Economically Disadvantaged	13/8.1	20/12.2	0/0
	Students With Disabilities	0/0	4/10	0/0
	English Language Learners	0/0	1/5	0/0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	14	26	23	8	18	16	15	16			
ELL	36	53	44	18	18	20	17	34			
ASN	45	36		23	23						
BLK	36	40	24	17	11	23	27	36	37		
HSP	41	46	34	22	16	8	30	38	54		
MUL	50	40									
WHT	32	38	45	28	10		27				
FRL	37	41	26	18	12	16	28	36	42		
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	15	33	26	10	34	36	19	21			
ELL	32	47	37	28	39	40	43	41	88		

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	60	44		40	25						
BLK	46	46	32	34	39	44	39	69	75		
HSP	48	55	37	39	42	44	47	60	79		
MUL	59	56		47	63						
WHT	48	48	27	46	43	58	65	62	75		
FRL	44	48	33	34	39	44	40	65	77		
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	15	35	40	14	38	42	19	26			
ELL	22	50	55	23	58	68	13	59			
ASN	60	81		63	71						
BLK	42	50	48	40	45	41	42	70	59		
HSP	40	53	56	42	57	58	37	66	63		
MUL	45	58		43	47		36				
WHT	47	49	57	51	51	33	48	75	79		
FRL	41	52	51	39	47	46	40	67	52		

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	31
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	42
Total Points Earned for the Federal Index	310
Total Components for the Federal Index	10
Percent Tested	86%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
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	31
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	28
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	33
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	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	30
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
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?

ELA proficiency and acceleration points improved. Learning gains for sub groups declined in ELA and Mathematics.

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

Sub groups in ELA and Mathematics demonstrate a need for improvement based off progress monitoring and state assessments.

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

There was an emphasis on improving proficiency and learning gains in ELA. An analysis concluded some teachers "over scaffolded" our SVE and SWD students, and they were not able to demonstrate proficiency on the FSA.

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

Our biggest improvement was in ELA proficiency, from 42% in 2018 to 47% in 2019. We used literacy strategies and Achieve3000 schoolwide. Our ELA and Reading teachers used differentiated learning stations for remediation.

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

Differentiated learning and targeted instruction were key contributing factors for improvement. New actions included increased professional development and increased horizontal/vertical teaming and planning for remediation and enrichment.

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

Content area coaches and support facilitators will increase push/in-pull/out for intensive students to provide remedial instruction. Students will continue utilization of Achieve3000, iReady Math, Study Island, and Vocabulary.com to accelerate growth.

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 development will be provided by District Instructional Facilitators and school-based curricular leaders on data-driven instruction, utilization of high yield strategies, and SEL/Mindfulness activities to keep students motivated and engaged.

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

Data disaggregating for data-driven instructional will become a part of the beginning of the year professional development to ensure all teachers are competent in reviewing data and knowing what to do with it.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Based on FSA data, Pines Middle had only 14.5% of SWD students score level 3 or above on the ELA FSA. Broward County as a whole had 28.7% of their SWD population score at Level 3 or above. The State average was 26.3%. We need to close this gap and use the gradual release model to scaffold more of our SWD students to proficiency to reach the federal index threshold above 41%. Additionally, iReady Math data indicate there is a need to improve gains for students with disabilities.
Measurable Outcome:	Progress monitoring data for iReady math will indicate students improving grade levels by 2 grade levels. Achieve 3000 lessons will indicate improved lexile levels.
Monitoring:	Monitoring will include reviewing common formative assessment data, lexile levels on Achieve 3000 and Into Literature, and iReady growth.
Person responsible for monitoring outcome:	Andria Doughty (andria.doughty@browardschools.com)
Evidence-based Strategy:	In ELA and math classes, small group stations are used following each CFA to provide supplemental interventions (Tier 2) for those students needing support. These teachers will also use targeted iReady lessons to scaffold students to proficiency. Data chats and incentives will be used to motivate and monitor student progress. ESE facilitators and the Curriculum Coaches will continue to use a push in/ pull out model to assist teachers in providing more intensive interventions (Tier 3) for those students needing smaller group or one on one support. Tier 2 and Tier 3 interventions are also provided by the support facilitators in the Learning Strategies classes.
Rationale for Evidence-based Strategy:	Marzano's High Yield Strategies include cooperative learning, summarizing and notetaking, identifying similarities and differences which are strategies utilized in the ELA and math classes to promote academic acceleration.

Action Steps to Implement

Provide professional development on high yield strategies

Person Responsible Nicole Beneby (nicole.beneby@browardschools.com)

Provide professional development on new Reading curriculum

Person Responsible Nicole Beneby (nicole.beneby@browardschools.com)

Progress monitoring for effectiveness

Person Responsible Andria Doughty (andria.doughty@browardschools.com)

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.

Pines Middle School falls into the high category with 4.6 incidents per 100 students with violent incidents. There were 0 property incidents. The primary area of concern is to reduce the amount of violent incidents per 100 students and secondary area of concern is number of internal and external suspensions. School culture and environment will be monitored through the lens of behavior and discipline data by frequent monitoring of the schoolwide positive behavior plan. Schoolwide expectations have been established relative to respecting others/property, safety, and responsibility. Posters of the expectations are in the classrooms and around the school facility. Incentives will be provided for students who are meeting the schoolwide expectations.

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.

Pines Middle has been reaching out to involve all stakeholders. Our school is working on a project with the City of Pembroke Pines to increase the tree canopy in the City. City officials, district representatives, business partners, and parents all participated in events held showcasing the progress our students were making, as well as assisting them in gathering resources. We have family nights during the year; Science Night, Literacy Night, and our Pines Showcase for incoming 6th graders. Special sessions are held for our ELL parents during these events. Our drama and band classes hold evening events to demonstrate the talents of our students to our stakeholders. We invite families in to celebrate success in our Honor Roll and other award assemblies. Our parents are encouraged to support our school through PTSA, Band Boosters, NMSCC boosters, as well as our SAC and SAF Committees.

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

Stakeholders include all school personnel, and their role includes promoting positive images on social media showcasing activities at the school. Administrators attend feeder school programs and parent events to promote feeder pattern matriculation and to build positive relationships with incoming families.

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	\$0.00
Total:			\$5,000.00