

Broward County Public Schools

Bair Middle School



2022-23 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: 8/16/2015

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (50%) 2018-19: B (54%) 2017-18: B (59%)
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	ATSI
* 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

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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SIP Authority

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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

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.:

Name	Position Title	Job Duties and Responsibilities
Pluim, Cindy	Assistant Principal	Oversees Grade 6 students and staff, Monitors SIP/SAC and Title 1 documents, facilitates ESE and ESOL departments, monitors and evaluates Social Studies and Mathematics departments.
Hall, Krystal	Assistant Principal	Oversees Grade 7 students and staff, monitors Guidance department, Science department, and RTI processes
Campuzano, Richard	Assistant Principal	Oversees grade 8 staff and students, facilitates Safety and Facilities, monitors ELA department.
Emirth, Dian	Magnet Coordinator	Facilitates Magnet program scheduling, recruiting, and developing program goals
Vickers, Patrice	Math Coach	Facilitates professional learning for math teachers, analyzes math department data, and assists with Tier coaching program and math professional learning community.
Seabrook, Towanda	Teacher, ESE	ESE Compliance, Scheduling for SWD and Mainstream students, monitoring Ed Plan IEP plans
Givens, Keietta	Principal	Oversees the operations and instructional programs at Bair Middle, monitors school budget, hiring staff, evaluating staff and Assistant Principals.

Demographic Information

Principal start date

Sunday 8/16/2015, Keietta Givens

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

12

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

810

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	256	329	289	0	0	0	0	874
Attendance below 90 percent	0	0	0	0	0	0	66	66	101	0	0	0	0	233
One or more suspensions	0	0	0	0	0	0	47	64	60	0	0	0	0	171
Course failure in ELA	0	0	0	0	0	0	44	8	35	0	0	0	0	87
Course failure in Math	0	0	0	0	0	0	24	20	27	0	0	0	0	71
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	65	102	105	0	0	0	0	272
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	99	138	113	0	0	0	0	350
Number of students with a substantial reading deficiency	0	0	0	0	0	0	35	17	2	0	0	0	0	54

Using the table above, complete the table below with the number of students by current grade level who have 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	107	115	137	0	0	0	0	359

Using current year data, complete the table below with the number of students identified as being "retained.":

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	27	11	56	0	0	0	0	94
Students retained two or more times	0	0	0	0	0	0	8	5	20	0	0	0	0	33

Date this data was collected or last updated

Wednesday 8/31/2022

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	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	
Students retained two or more times	0	0	0	0	0	0	1	8	4	0	0	0	0	13

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	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	
Students retained two or more times	0	0	0	0	0	0	1	8	4	0	0	0	0	13

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	42%	54%	50%				49%	57%	54%
ELA Learning Gains	53%						51%	57%	54%
ELA Lowest 25th Percentile	50%						43%	48%	47%
Math Achievement	34%	41%	36%				53%	60%	58%
Math Learning Gains	53%						50%	58%	57%
Math Lowest 25th Percentile	53%						43%	49%	51%
Science Achievement	31%	52%	53%				44%	49%	51%
Social Studies Achievement	61%	63%	58%				66%	71%	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	2022					
	2019	43%	57%	-14%	54%	-11%
Cohort Comparison						
07	2022					
	2019	47%	55%	-8%	52%	-5%
Cohort Comparison		-43%				
08	2022					
	2019	50%	59%	-9%	56%	-6%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	43%	58%	-15%	55%	-12%
Cohort Comparison						
07	2022					
	2019	42%	53%	-11%	54%	-12%
Cohort Comparison		-43%				
08	2022					
	2019	31%	45%	-14%	46%	-15%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	42%	43%	-1%	48%	-6%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	71%	-7%	71%	-7%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	87%	61%	26%	61%	26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	91%	56%	35%	57%	34%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	24	51	48	23	47	54	15	39	45		
ELL	27	56	50	22	64	67	12	48			
BLK	36	51	48	27	50	49	26	59	59		
HSP	49	56	48	39	54	55	32	61	71		
MUL	38	35		44	67			50			
WHT	62	69		53	65	90	63	72	87		
FRL	36	50	49	30	52	52	23	56	62		
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							

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
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		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	487
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	43

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Both ELA and Math proficiency percentages were lower than the learning gains for grades 6, 7 and 8. Our science scores have remained stagnant over the past three years, but are in the average range when compared to schools in our zone. Our Civics scores for 7th-grade students have improved from two years ago and are in the 60 % for level 3 and up, however, we decreased from three years ago when we score in the high 60 % for mastery. For both ELA and Math, we increased learning gains for our lowest students in the lowest 25% subgroup. our SWD subgroup is still our ESSER group that has not met the 41% criteria for the past three years but did improve to 38%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA achievement, math achievement, and science achievement are all below 50% proficient. This is below average compared to the area zone schools in our area. Our main focus this year is to increase our technical fields proficiency, in which is Math and Science. This year, we have a Math ESSER Coach to focus on increasing rigor in the content area.

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

Two years ago, many of our students stayed home for online learning due to the pandemic, and when they returned the year after (2021-2022), there were many gaps in their social and academic skills. Additionally, we had some staff turnover, and new staff had to learn the standards and infusion literacy strategies into the curriculum.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The Civics data from the previous year increase by 11% and almost passed the achievement rate from the year prior to the pandemic. Our Civics department has remained consistent throughout the past three years and the stability has helped improve our scores in this area.

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

Social Studies department remained the consistent for the past three years of those who taught Civics. Our department chair has also been a consistent leader of our department. Civics was also a new component of our Bair Middle Saturday Camp.

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

An increased infusion of Literacy Strategies into all content areas by at least three strategies per week in all content areas.

An increase of higher-order thinking questions to increase Rigor.

Additional use of student data tracking sheets to be used after each summative assessment is given.

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 include Marzano strategies, Increasing Rigor in the classroom, and Using High-Level Questioning Techniques. Teachers will work in small groups to conduct classroom visits to conduct various lesson studies and hold debriefing sessions to highlight teachers' best practices.

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

Bair Middle will do a Level Up camp after-school for four days per week as well as a Saturday Camp to focus on the new BEST standards in Math and ELA. Civics and Science tutoring will take place after-school twice per week and have four Saturday sessions as well. Ongoing professional learning will take place for teachers during their PLC times with District personnel attending at various times to assist.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. 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 critical need from the data reviewed.

Our SWD subgroup shows the trend of 3 years that they fell below the 41% criteria for growth. However, our two-year trends show improvement in proficiency, learning gains, and lowest 25% learning gains in math and ELA. Knowing this, we will maintain our SWD strategies, Modeling and coaching to new staff of SWD students, and increase the standards-based instruction.

Measurable Outcome:

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

By June 2023, our SWD subgroup will increase by at least 4% to a score of 42% for growth in Math and ELA.

Monitoring:

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

SWD students will be monitored after each summative assessment, and our ESE Specialist will conduct monthly professional learning on strategies for mainstream SWD students. Students who score in the "reteach" area (0-30% correct on summative assessments, will be pulled by the ESE support facilitators for extra support and will also access the ESE Canvas course for additional programs).

Person responsible for monitoring outcome:

Towanda Seabrook (towanda.seabrook@browardschools.com)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Research shows that students will comprehend their math errors with consistent reteach strategies and peer-to-peer or teacher-to-peer tutoring. With a consistent area and time for reteaching, SWD students will have extra time and resources to work on their math and ELA strategies in small groups.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Many of our SWD students are mainstreamed into their ELA and Math classes and have access to resources and strategies, but working in smaller groups during their pullout times at least twice per week, will increase their academic time on the ELA and Math skills they need to improve on.

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.

The ESE Specialist will work with our SWD Support Facilitators to develop and implement a pull-out and push-in schedule to target our SWD students to have these extra services at least twice per week. They will have access to study skill strategies and infusion of technology during these sessions.

Person Responsible

Towanda Seabrook (towanda.seabrook@browardschools.com)

#2. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus****Description and****Rationale:**

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

Our school is now using the new B.E.S.T. standards in all content areas (ELA) and math has a new textbook series and assessment tools to align with the B.E.ST standards. Many of the standards align with the FSA standards but are more rigorous. This is why we are focusing on using literacy differentiation strategies in all core content area classes.

Measurable Outcome:

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

By June 2023, math proficiency based on the FAST 3 (PM 3) results will show 60% or higher in proficiency rate for grade 6-8.

Monitoring:

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

After each summative assessment monthly. all math data will be shared with the Leadership Team, disaggregated by general ed population scores, ELL populations scores, and SWD population scores.

Person responsible for monitoring outcome:

Patrice Vickers (patrice.vickers@browardschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Math teachers will use interactive notebooks and Cornell notetaking as students are learning new material. After each summative assessment, teachers will use rotating learning stations to remediate all skills students did poorly n and enrich all skills students showed growth in. Differentiation in groups and student data chats will be planned bimonthly.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Research shows that students' comprehension increases with consistent notetaking. It also states that teachers must use differentiation strategies to address learning gaps as all students do not learn in the same way.

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.

Meetings with Math Support Team (Math Coach, Math ESSER Coach, and Math Assistant Principal) weekly to discuss data trends, assessment calendar and pacing guides. Develop push-in and pull-out schedules.

Person Responsible

Cindy Pluim (cindy.pluim@browardschools.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Bair Middle has professional learning communities that meet twice a week, as well as various committees such as our Bair Pride committee, Data War Room committee, SAC Committee, and Leadership Team. The meetings and PLCs are scheduled in our schoolwide calendar to meet on a consistent basis, where all agendas and minutes are uploaded into the One Drive school folder. Teachers use SEL strategies and mindfulness moments during the first ten minutes of class time. Our departments institute the ten-minute mindfulness strategies on a rotating calendar where each department is responsible for one day per week to implement it in the classroom. Our staff members attend SEL training and activities such as yoga and line dancing during our school PRIDE week (the last week of the month). Positive notes are read on our morning announcements to highlight a staff member and students who have done something positive to help another staff member or who has developed a new program at the school.

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

All Assistant Principals and Guidance Counselors are part of our school PRIDE committee in establishing a positive culture in our school and classrooms. Our SEL liaison is our Guidance Director, and our ESE Specialist and Math Coach oversee our school PRIDE (Positive, Responsible, Involved, Determined, and Exceptional) committee. Our Grade Level teacher ambassadors also participate in the monthly meetings. Our school institutes the HERO positive incentive program to reward students who are on time to class, follow classroom and school rules and show good character for our character traits focus. Students attend reward celebrations and attend reward field trips and shows. We also host several student induction ceremonies to celebrate their achievements and involvement in our school, where parents are invited to attend the ceremonies. These induction ceremonies are for "Mentoring Tomorrow's Leaders" (MTL), National Junior Honor Society (NJHS), and Jobs for Florida Graduates" (JFG) programs.