

Broward County Public Schools

Pines Middle School



2022-23 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: 7/1/2022

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)	94%
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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (47%) 2018-19: C (49%) 2017-18: C (51%)
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	TSI
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	94%
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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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<https://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.

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

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
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.
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.
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.
Beneby, Nicole	Reading Coach	Teacher leader for all content areas. Provides guidance to instructional staff on high yield strategies to improve academic achievement. Delivers professional development and conducts data discussions with students and staff.

Demographic Information

Principal start date

Friday 7/1/2022, Shawn Aycock

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.*

1

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.*

1

Total number of teacher positions allocated to the school

1

Total number of students enrolled at the school

600

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.

3

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	200	235	287	0	0	0	0	722
Attendance below 90 percent	0	0	0	0	0	0	58	58	89	0	0	0	0	205
One or more suspensions	0	0	0	0	0	0	49	62	48	0	0	0	0	159
Course failure in ELA	0	0	0	0	0	0	26	8	5	0	0	0	0	39
Course failure in Math	0	0	0	0	0	0	29	40	22	0	0	0	0	91
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	48	72	104	0	0	0	0	224
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	85	88	121	0	0	0	0	294
Number of students with a substantial reading deficiency	0	0	0	0	0	0	30	41	47	0	0	0	0	118

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	90	102	127	0	0	0	0	319

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	7	0	17	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	2	4	8	0	0	0	0	14

Date this data was collected or last updated

Thursday 9/1/2022

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	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

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	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

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	38%	54%	50%				47%	57%	54%
ELA Learning Gains	47%						50%	57%	54%
ELA Lowest 25th Percentile	41%						35%	48%	47%
Math Achievement	29%	41%	36%				37%	60%	58%
Math Learning Gains	46%						40%	58%	57%
Math Lowest 25th Percentile	47%						45%	49%	51%
Science Achievement	43%	52%	53%				45%	49%	51%
Social Studies Achievement	64%	63%	58%				65%	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	50%	57%	-7%	54%	-4%
Cohort Comparison						
07	2022					
	2019	46%	55%	-9%	52%	-6%
Cohort Comparison		-50%				
08	2022					
	2019	40%	59%	-19%	56%	-16%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	34%	58%	-24%	55%	-21%
Cohort Comparison						
07	2022					
	2019	35%	53%	-18%	54%	-19%
Cohort Comparison		-34%				
08	2022					
	2019	19%	45%	-26%	46%	-27%
Cohort Comparison		-35%				

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	40%	43%	-3%	48%	-8%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	67%	33%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	63%	71%	-8%	71%	-8%
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	81%	61%	20%	61%	20%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	56%	30%	57%	29%

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	19	38	37	12	30	33	17	32			
ELL	31	47	37	23	48	45	29	58	71		
ASN	53	79		50	40						
BLK	35	46	38	26	45	45	36	62	67		
HSP	41	45	47	30	48	56	49	65	65		
WHT	37	46		36	54		53	75			
FRL	38	46	38	29	45	48	38	69	69		
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						

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	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		
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		

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)	TSI
OVERALL Federal Index – All Students	46
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	463
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
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	56
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
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	49
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	50
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?

Proficiency in ELA remained stagnant for the previous assessment. All other areas improved in gains. The highest gains were in math learning gains for each area. Students with disabilities continue to trend below other subgroups.

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

Proficiency continues to be an area for improvement. Students who are on or above level have not consistently maintained or increased levels.

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

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 and enrichment.

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

Math learning gains showed the most improvement with 32% for overall learning gains and 29% for lowest quartile.

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. ESSER funds were also utilized to provide more intensive remediation during the school day for the lowest quartile students.

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 be provided opportunities for extended learning opportunities during the school day to provide targeted instruction to accelerate learning.

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 determining what high-yield strategies are most important for the content being delivered.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Student Engagement**Area of Focus****Description and Rationale:**

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

Based on FSA trend data, students with disabilities have not performed at the same level as other sub-groups. Independent teacher survey results have indicated that there is a need for additional teacher growth in the area of student engagement as it relates to students with disabilities. Pines has increased in the percentages of students with ASD and other disabilities that require more intensive engagement and instruction.

Measurable Outcome:

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

Progress monitoring data for math and ELA will indicate students improving grade levels by 2 or more grade levels. Read 180 and System 44 lessons will indicate improved lexile levels.

Monitoring:

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

Monitoring will include reviewing common formative and summative assessment data, lexile level growth, and improved end of quarter grades.

Person responsible for monitoring outcome:

Andria Doughty (andria.doughty@browardschools.com)

Evidence-based Strategy:

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

In ELA and math classes, small group stations are used following each CFA to provide supplemental interventions (Tier 2) for those students needing support. 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:

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

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.

Professional development on high yield/high interest strategies

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

Modeling engagement strategies for academic achievement

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

Progress monitoring for effectiveness

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

#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 critical need from the data reviewed.

Progress monitoring data for ELA will indicate students improving grade levels by 2 or more grade levels. Read 180 and System 44 lessons will indicate improved lexile and comprehension levels.

Measurable Outcome:

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

By May 2023, 30% of students with disabilities will be proficient on the FAST ELA Assessment.
Progress monitoring data for ELA will indicate students improving grade levels by 2 or more grade levels. Read 180 and System 44 lessons will indicate improved lexile and comprehension levels.

Monitoring:

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

Formative and summative assessments in Ready 180, System 44, and HMH will be utilized to monitor student growth towards the desired outcome.

Person responsible for monitoring outcome:

Nicole Beneby (nicole.beneby@browardschools.com)

Evidence-based Strategy:

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

Teachers will utilize interactive notetaking, identifying similarities and differences, and homework and practice to increase engagement towards the desired outcome.

Rationale for Evidence-based Strategy:

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

Based on FSA trend data, students with disabilities have not performed at the same level as other sub-groups. Independent teacher survey results have indicated that there is a need for additional teacher growth in the area of student engagement as it relates to students with disabilities. Pines has increased in the percentages of students with ASD and other disabilities that require more intensive engagement and instruction.

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.

Provide additional professional development on implementing high-yield strategies

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

Monitor implementation of strategies with fidelity

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

Monitor data and provide feedback to instructional staff

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

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

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

Over the past 5 years, ELA proficiency has declined or stagnated. There has been an emphasis on learning gains for students in the lower quartile leading to stagnated growth for proficiency.

Measurable Outcome:

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

By May 2023, ELA proficiency will improve by 15 percentage points as indicated by FAST ELA data.

Monitoring:

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

Teachers will utilize District provided instructional resources and utilize high-yield strategies such as summarizing & notetaking, identifying similarities & differences, and interactive notebooks. Common formative assessments and summative assessments will be the tools utilized to monitor the desired outcome.

Person responsible for monitoring outcome:

Andria Doughty (andria.doughty@browardschools.com)

Evidence-based Strategy:

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

Teachers will utilize high-yield strategies such as summarizing & notetaking, identifying similarities & differences, and interactive notebooks

Rationale for Evidence-based Strategy:

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

Over the past 5 years, ELA proficiency has declined or stagnated. There has been an emphasis on learning gains for students in the lower quartile leading to stagnated growth for proficiency.

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.

Professional development delivered to teachers on high-yield strategies.

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

Professional development on using data to create learning centers

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

Monitoring implementation of high-yield strategies with fidelity

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

Monitoring data from formative and summative assessments

Person Responsible Andria Doughty (andria.doughty@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.

Pines Middle has been reaching out to involve all stakeholders. 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, as well as our School Advisory Council and School Advisory Forum Committees.

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

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.