

Broward County Public Schools

Whispering Pines Exceptional Education



2022-23 Ungraded Schoolwide
Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	7
Planning for Improvement	12
R.A.I.S.E	0
Positive Culture & Environment	18

Whispering Pines Exceptional Education Center

3609 SW 89TH AVE, M IR Amar, FL 33025

[no web address on file]

Demographics

Principal: Michael Gleason

Start Date for this Principal: 10/4/2022

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	No
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* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Whispering Pines School is to ensure an optimum teaching and learning environment, which sets high expectations and enables all students to achieve individual maximum potential through a collaborative effort of pertinent stakeholders. Our commitment to address the academic, social, emotional and behavioral needs of students representing a diversity of experience and cultures to promote a positive self-concept, which will allow students to be productive citizen's in today's challenging society.

Provide the school's vision statement.

Our vision is to create a welcoming, participatory and caring climate for learning through collaboration with families, community members, and stakeholders.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Our school services K-12 grade students with an Emotional Behavior Disorder. All of our students receive wrap-around services which include academic, behavior, and therapeutic support.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Gleason, Michael	Principal	Oversees action steps outlined in SIP and distribute responsibilities
Bennett, Melissa	Reading Coach	Monitor academic components
Campbell, Kevin	Behavior Specialist	Monitor behavior components
Hogan, Valorie	Other	Monitor ESLS components
Bernard, Celeste	School Counselor	Monitors student schedules and Naviance compliance
Hunter, Emanuel	Assistant Principal	Principal designee for SAC and SIP
Dujovne, Eugenia	Other	Therapist team leader, monitors SEL components

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date

Tuesday 10/4/2022, Michael Gleason

Total number of students enrolled at the school.

181

Total number of teacher positions allocated to the school.

44

Number of teachers with professional teaching certificates?

41

Number of teachers with temporary teaching certificates?

3

Number of teachers with ESE certification?

42

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

2

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

1

Demographic Data

Early Warning Systems

2022-23

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	6	18	18	27	24	34	34	19	37	25	31	273	
Attendance below 90 percent	0	0	2	4	2	9	5	12	10	7	15	11	21	98	
One or more suspensions	0	0	1	3	2	6	3	8	5	2	6	3	6	45	
Course failure in ELA	0	0	0	0	0	0	2	5	5	1	5	3	4	25	
Course failure in Math	0	0	0	0	0	0	1	2	4	2	16	7	4	36	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	4	10	11	7	8	4	10	8	2	70	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	6	15	11	7	11	0	15	8	2	85	
Number of students with a substantial reading deficiency	0	0	0	3	3	9	7	12	2	1	4	2	5	48	

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	1	6	6	13	12	18	13	8	14	9	15	115	

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	1	0	4	0	3	7	0	0	0	6	21	
Students retained two or more times	0	0	0	0	0	0	0	3	4	4	3	0	7	21	

Date this data was collected or last updated

Tuesday 8/30/2022

2021-22 - 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	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	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	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0		

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		57%	55%					58%	61%
ELA Learning Gains								58%	59%
ELA Lowest 25th Percentile								52%	54%
Math Achievement		47%	42%					58%	62%
Math Learning Gains								58%	59%
Math Lowest 25th Percentile								51%	52%
Science Achievement		52%	54%					51%	56%
Social Studies Achievement		64%	59%					74%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	60%	-60%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	62%	-62%	58%	-58%
Cohort Comparison		0%				
05	2022					
	2019	9%	59%	-50%	56%	-47%
Cohort Comparison		0%				
06	2022					
	2019	25%	57%	-32%	54%	-29%
Cohort Comparison		-9%				
07	2022					
	2019	19%	55%	-36%	52%	-33%
Cohort Comparison		-25%				
08	2022					
	2019	15%	59%	-44%	56%	-41%
Cohort Comparison		-19%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	65%	-65%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	8%	67%	-59%	64%	-56%
Cohort Comparison		0%				
05	2022					
	2019	9%	64%	-55%	60%	-51%
Cohort Comparison		-8%				
06	2022					
	2019	11%	58%	-47%	55%	-44%
Cohort Comparison		-9%				
07	2022					
	2019	13%	53%	-40%	54%	-41%
Cohort Comparison		-11%				
08	2022					
	2019	5%	45%	-40%	46%	-41%
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	8%	49%	-41%	53%	-45%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-8%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	5%	43%	-38%	48%	-43%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	33%	67%	-34%	67%	-34%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	71%	-41%	71%	-41%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	54%	67%	-13%	70%	-16%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	14%	61%	-47%	61%	-47%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	56%	-56%	57%	-57%

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	22	34		11	30		25	35		35	
BLK	16	38		8	18						
HSP	31	38		6	27						
WHT	22	36		14	45						
FRL	16	24		10	19		25			33	
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	21	42		10	25		20	23		44	
BLK	11	33		7	15		15				
HSP	33	64									
WHT	19	38		14	36		30				
FRL	15	39		4	17		5	10		56	

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	14	43		10	32		13	48		22	
BLK	13	48		5	33			14		10	
HSP	6			6						27	
WHT	21	50		22							
FRL	13	42		9	34		4	26		11	

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	23
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	159
Total Components for the Federal Index	7
Percent Tested	75%
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	20
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
Hispanic Students	
Federal Index - Hispanic Students	26
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	3
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	29
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	21
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

Data Analysis

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

For attendance, we utilized Pinnacle, met during child study to discuss any attendance concerns, and informed the social workers to contact parents regarding any attendance concerns/issues and attendance contracts were in place for students who showed chronic absenteeism.

For Social Emotional Learning, We utilized Rethink Ed to create instructional opportunities for students to engage in social emotional lessons throughout the school day. The school SEL members collaborated with teachers and family counselors to ensure weekly lesson plans were being implemented using resources such as, SEL Mindfulness Toolkit, and ReThink Ed by student reflection on Canvas.

For mathematics, we utilized I-Ready and Mastery Connect to monitor student performance and progress throughout the school day.

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

The area that showed the most improvement in the school was English Language Arts. There was a 5% increase overall in student achievement who scored a level 5. We integrated HMH (new reading software which uses System 44 and READ180), Newsela, Nearpod, and Ed in order to engage students and create a learning environment.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The area that needs the most improvement is Mathematics (geometry). For math, we are using the new program called SAVVAS. SAVVAS has a remediation program that will be utilized for our students who require additional math support. We are planning on using I-Ready in the future.

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

Being a specialized school addressing the unique needs of ESE students grade K-12, including three satellite campuses, and a transient population, the data sets that are compiled do not often reflect actual school-wide performance. Contributing factors include student absenteeism, emotional and behavioral barriers to learning. In addition many students have a history of limited school success and 38% of students exhibit two or more early warning indicators.

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

To improve the academic performance of students identified by the early warning system and the ESSA sub groups, Whispering Pines School staff will use intervention strategies that address academic, behavioral/emotional, and therapeutic concerns

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

Teachers, therapists and support staff will participate in year-long authentic Professional Learning Community (PLC) groups. PLC groups will work to develop and implement improved instructional strategies and positive approaches to encourage on-task behaviors within the classroom that will also lead to improved academic performance. PLC groups will also focus on specific reading and math

intervention programs to address the needs of students who require assistance in reading. New teachers will be assigned a mentor to support their learning throughout the year through a TIER mentoring approach and all new teachers will meet monthly as a group to increase collaboration and advanced learning.

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

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

Attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It is difficult for the teacher and class to build their skills and progress if a large number of student are frequently absent.

Measurable Outcome:

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

By June 2023, students will demonstrate a reduction of 5% in the school's chronic absenteeism.

Monitoring:

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

Daily attendance, Child Study, School Social Worker

Person responsible for monitoring outcome:

Emanuel Hunter
(emanuel.hunter@browardschools.com)

Evidence-based Strategy:

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

Social work home visits, availability of a full-time school nurse and family counselors, attendance incentives.

Rationale for Evidence-based Strategy:

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

Wrap-around services to fully accommodate our high needs population.

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.

Step 1: Communication with students, caregivers, and therapists

Person Responsible

Eugenia Dujovne
(eugenia.dujovne@browardschools.com)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. Other specifically relating to Social emotional learning**Area of Focus Description and Rationale:**

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

Social Emotional Learning instills greater motivation to learn, a deeper commitment to school, increased time devoted to schoolwork, better classroom behavior, and improved attendance and graduation rates.

Measurable Outcome:

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

Students will demonstrate skills related to achieving personal, therapeutic, and academic goals, and an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways by the end of the 2023 school year as evidenced by the reduction of behavior calls.

Monitoring:

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

Implementation of district resources such as Rethink Ed, Suite360, and weekly therapeutic sessions with assigned therapists.

Person responsible for monitoring outcome:

Eugenia Dujovne
(eugenia.dujovne@browardschools.com)

Evidence-based Strategy:

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

Research shows that explicit SEL interventions are, indeed, effective in helping students develop social-emotional competencies—and can even boost academic achievement

Rationale for Evidence-based Strategy:

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

Rethink Ed and Suite360 provide comprehensive lesson plans and interactive multi-model assessment tools.

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.

1. Teacher trainings on Rethink Ed and Suite360
2. Implementation of Rethink Ed lesson plans
3. Student engagement in Rethink Ed and Suite360 character development
4. Progress monitoring through a review of behavior and therapeutic support

Person Responsible

Eugenia Dujovne
(eugenia.dujovne@browardschools.com)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#3. Other specifically relating to Mathematics**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 EOC scores it was noted that students require additional math intervention to increase test performance.

Measurable Outcome:

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

Students will demonstrate skills related to achieving math performance in order to improve on their current mathematics skills by the end of the 2022-2023 school year as evidenced by the an increase in F.A.S.T and EOC scores.

Monitoring:

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

To monitor for math performance, we utilize SAVVAS and Mastery Connect. Teacher-student conferences will also be held to discuss student academic growth and performance.

Person responsible for monitoring outcome:

Emanuel Hunter
(emanuel.hunter@browardschools.com)

Evidence-based Strategy:

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

SAVVAS (math curriculum) provides instant analysis of student performance.

Rationale for Evidence-based Strategy:

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

As SAVVAS provides instant analysis of student performance, students are able to see their strengths and weaknesses, and be able to work on the skills they require more assistance 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.

1. Students will engage in SAVVAS curriculum through whole & small group activities/lessons

Person Responsible

Emanuel Hunter
(emanuel.hunter@browardschools.com)

2. SAVVAS provides students with an analysis of their performance & will be able to see their strengths & weaknesses.

Person Responsible

Emanuel Hunter
(emanuel.hunter@browardschools.com)

3. Based on the analysis & with assistance from their math teachers, they will work on improving their skills.

Person Responsible

Emanuel Hunter
(emanuel.hunter@browardschools.com)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Math - K-8 EnVision FL Math Program, student will log on to the Success Maker 15 minutes daily for diagnostic assessment.
Math - 9-12 SAVVAS curriculum diagnostic

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

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

Graduation rates have decreased 9% from 2021 to 2022 for our SWD population & 23% from 2021 to 2022 FRL population.

Measurable Outcome:

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

Graduation rates for the SWD and FRL subgroups will increase by a 5% by June, 2023.

The school will monitor Pinnacle (gradebook/attendance data), Basis, and TERMS to keep track of grades and credits. Attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It is difficult for the teacher and class to build their skills and progress if a large number of student are frequently absent.

Monitoring:

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

The school guidance counselor, administration, and the school social worker will meet with the seniors biweekly to discuss graduation criteria/requirements and help them remain on track for graduation.

Person responsible for monitoring outcome:

Celeste Bernard
(celeste.bernard@browardschools.com)

The school guidance counselor will meet with seniors to discuss graduation criteria/requirements in attempt to help them remain on track for graduation.

Evidence-based Strategy:

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

Teacher/student & therapist/student conferences will be held for students to discuss academic performance.

Rationale for Evidence-based Strategy:

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

By communicating with the students, we are informing them of their current academic performance and graduation requirements.

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.

Step 1: Monitoring Pinnacle (gradebook/attendance), Basis, and TERMS for grades and credits

Person Responsible

Celeste Bernard
(celeste.bernard@browardschools.com)

Step 2: Communication with students, caregivers, and therapists

Person Responsible

Celeste Bernard
(celeste.bernard@browardschools.com)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

PBIS linked to classroom management strategies

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Positive Behavior Interventions and Support (PBIS): at our school we utilize the TEAM Level System (Training, Evolving, Achieving 1 & 2, and Mastery) in which students begin at the Training level and progressively move up to the next level once criteria is met. The students are aware of their progress and the points they receive on a daily basis.

The school also has an intervention system known as Prevention Intervention Procedures (PIP) used to address any maladaptive behaviors in and outside of the classroom

Data are recorded at daily on how many students are receiving behavior and therapist calls. Data are analyzed on a daily basis.

The students' undesirable behaviors are discussed weekly during our child study sessions and as a team, we develop a plan as to how to diminish behavior calls and address behaviors in the classroom.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

During our monthly SAC meetings, members involved discuss current data and how we are using SEL to address students' behavior, well-being, and coping mechanisms/skills.

Describe how implementation will be progress monitored.

Implementation will be progress monitored through weekly child study sessions, behavior logs, and therapist notes.

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.

Action Step	Person Responsible for Monitoring
Informing staff of our schoolwide behavior plan for students who continue to exhibit ongoing maladaptive behaviors that are impacting their academic performance.	Campbell, Kevin, kevin.campbell@browardschools.com