Pines Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Pines Middle School

200 N DOUGLAS RD, Pembroke Pines, FL 33024

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Aycock, Shawn	Principal	Provides the vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, to yield a successful and safe and civil school program for students, staff, and community.
Angus, Ricardo	Assistant Principal	To assist the principal in providing the vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, to yield a successful and safe and civil school program for students, staff, and community.
Doughty, Andria	Assistant Principal	To assist the principal in providing the vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, to yield a successful and safe and civil school program for students, staff, and community.
Santana, Valerie	Assistant Principal	To assist the principal in providing the vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, to yield a successful and safe and civil school program for students, staff, and community.
Beneby, Nicole	Instructional 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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

During regular monthly meetings through the School Advisory Council and the Leadership Team, comprising all teacher leaders, various data are used to develop curricular goals which include subgroups of students. All stakeholders are included in the process as a member of the School Advisory Council. Parents are apprised of the goals at Open House and regular monthly meetings.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored monthly during Leadership Team meetings by reviewing Growth Measure Assessment data, Progress Monitoring data and various teacher formative assessment data. The SIP will revised based on the growth and/or decline in student performance. Targets will increase with significant growth and if there is a decline, students will be placed with Instructional Coaches for targeted instruction in areas of development.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	94%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C

	2019-20: C
*2022-23 school grades will serve as an informational baseline.	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	42	63	82	187
One or more suspensions	0	0	0	0	0	0	32	50	40	122
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	5	5	5	15
Course failure in Math	0	0	0	0	0	0	8	12	16	36
Level 1 on statewide ELA assessment	0	0	0	0	0	0	61	85	83	229
Level 1 on statewide Math assessment	0	0	0	0	0	0	64	70	88	222
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	26	15	41

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	66	92	89	247

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	7	6	15
Students retained two or more times	0	0	0	0	0	0	6	6	11	23

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	58	58	89	205
One or more suspensions	0	0	0	0	0	0	49	62	48	159
Course failure in ELA	0	0	0	0	0	0	26	8	5	39
Course failure in Math	0	0	0	0	0	0	29	40	22	91
Level 1 on statewide ELA assessment	0	0	0	0	0	0	48	72	104	224
Level 1 on statewide Math assessment	0	0	0	0	0	0	85	88	121	294
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	30	41	47	118

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	90	102	127	319

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	7	0	17	24
Students retained two or more times	0	0	0	0	0	0	2	4	8	14

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	58	58	89	205
One or more suspensions	0	0	0	0	0	0	49	62	48	159
Course failure in ELA	0	0	0	0	0	0	26	8	5	39
Course failure in Math	0	0	0	0	0	0	29	40	22	91
Level 1 on statewide ELA assessment	0	0	0	0	0	0	48	72	104	224
Level 1 on statewide Math assessment	0	0	0	0	0	0	85	88	121	294
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	30	41	47	118

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	90	102	127	319

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	7	0	17	24
Students retained two or more times	0	0	0	0	0	0	2	4	8	14

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	44	53	49	38	54	50	38		
ELA Learning Gains				47			42		
ELA Lowest 25th Percentile				41			30		
Math Achievement*	38	56	56	29	41	36	20		
Math Learning Gains				46			14		
Math Lowest 25th Percentile				47			18		
Science Achievement*	41	50	49	43	52	53	28		
Social Studies Achievement*	65	67	68	64	63	58	38		
Middle School Acceleration	63	70	73	67	51	49	40		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	42	42	40	41	74	76	42		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	293
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	463
Total Components for the Federal Index	10
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	4	4
ELL	41			
AMI				
ASN	62			
BLK	46			
HSP	51			
MUL				
PAC				
WHT	46			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	48			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	3	3
ELL	43			
AMI				
ASN	56			
BLK	44			
HSP	49			
MUL				
PAC				
WHT	50			
FRL	47			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	44			38			41	65	63			42
SWD	22			17			11	35			4	
ELL	33			42			29	58			5	42
AMI												
ASN	59			65							2	
BLK	40			31			37	59	62		5	
HSP	48			45			44	68	58		6	43
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	47			40			50				3	
FRL	42			34			40	64	65		6	40

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	38	47	41	29	46	47	43	64	67			41
SWD	19	38	37	12	30	33	17	32				
ELL	31	47	37	23	48	45	29	58	71			41
AMI												
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			48
MUL												
PAC												
WHT	37	46		36	54		53	75				
FRL	38	46	38	29	45	48	38	69	69			48

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	38	42	30	20	14	18	28	38	40			42
SWD	14	26	23	8	18	16	15	16				
ELL	36	53	44	18	18	20	17	34				42
AMI												
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			42
MUL	50	40										
PAC												
WHT	32	38	45	28	10		27					
FRL	37	41	26	18	12	16	28	36	42			57

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	36%	49%	-13%	47%	-11%
08	2023 - Spring	38%	49%	-11%	47%	-9%
06	2023 - Spring	45%	50%	-5%	47%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	33%	54%	-21%	54%	-21%
07	2023 - Spring	33%	51%	-18%	48%	-15%
08	2023 - Spring	26%	46%	-20%	55%	-29%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	32%	38%	-6%	44%	-12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	48%	52%	50%	50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	46%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	63%	28%	63%	28%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	64%	-5%	66%	-7%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ESSA Group SWD continues to show as the lowest performing group. Contributing factors include multiple changes in personnel in the ESE department, as well as an overall increase in the number of students who have disabilities, thus increasing the need for additional professional development for teachers to provide effective instruction to meet the students' various needs.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ESSA Group SWD continues to show as the lowest performing group. Contributing factors include multiple changes in personnel in the ESE department, as well as an overall increase in the number of students who have disabilities, thus increasing the need for additional professional development for teachers to provide effective instruction to meet the students' various needs.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

SWD had the greatest gap compared to the state average. Multiple staff changes and an increase in the population of students with disabilities are factors that contributed to the continued gap in achievement.

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

Asian students showed the most improvement. For students who were on or above grade level, the rigor was increased for this group of students.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concerns are students who were absent 10% or more days and students who have 1 or more suspensions. It is imperative that students are in school for instruction delivery and assistance.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Priority 1 is to increase achievement for SWD
Priority 2 is to reduce the percentage of students absent 10% or more days
Priority 3 is to reduce the number of suspensions for students

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

One area of focus will be to reduce the number of suspensions for SWD.

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

By the end of the 2023-24 school year, there will be a 25% reduction in suspensions for students with disabilities.

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

The administrators, ESE Specialist and Behavior Tech will monitor the behavior of SWD and the infractions being committed.

Person responsible for monitoring outcome:

Valerie Santana (valerie.santana@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive behavior plans will be implemented for students who received 1 or more suspensions last year. Students will receive rewards based on their individualized behavior goals. Faculty will also receive professional development strategies to de-escalate students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

SWD have underperformed consistently over the past 4 years due to absences due to suspensions and/or truancy. Students who are absent from school are missing instruction thus reducing opportunities for success.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Deliver professional development on de-escalation strategies

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

By When: October 31,2023

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

SWD have shown consistent decline in academic achievement for the past 4 years which indicates that a specific goal is to be written to improve the academic achievement for this population.

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

By June 2024, 50% of SWD will make learning gains on the F.A.S.T Reading and Math assessments.

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

This area of focus will be monitored by reviewing F.A.S.T. data from PM1, PM2, and PM3. Additionally, formative assessments in the classroom will also be utilized as a tool to measure the desired outcome.

Person responsible for monitoring outcome:

Andria Doughty (andria.doughty@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Instructional staff will receive professional development on targeted instruction for small groups, high yield strategies, and effective utilization of accommodations. Students who do not demonstrate improvement from small group instruction will receive additional instruction from math and literacy coaches.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research from Marzano has shown that effective and consistent delivery of instruction utilizing high yield strategies increases opportunities for improved academic achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 on high yield strategies and small group instruction.

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

By When: Instructional staff will receive this specific professional development by the end of October 2023.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The school utilizes School Advisory Council meetings to review school improvement funding allocations and ensure resources are allocated based on needs. All stakeholders are provided opportunities for input on the allocations. Updates are provided at the monthly meetings.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

All Title I information, including SIP plans, is provided to families and stakeholders in multiple languages via email, as well as printed copies being made available upon request. Though monthly School Advisory Council meetings, Title I updates are shared with all stakeholders, and input sought for continuous improvement.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to continue building positive relationships with all stakeholders through parent/community events held a minimum of three times during the school year. Information is shared via the school's website and on social media platforms.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The school plans to strengthen academic programs with an emphasis on SWD by scheduling time for students to receive targeted instruction from the Literacy and Math Instructional Coaches. The students will also have additional time on task during the Learning Strategies classes.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Title I provides additional funds for extended learning opportunities for students. The school utilizes before school and after school to provide additional learning opportunities across content areas for students.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Be Strong is an approved vendor that provides mental health services via counseling, yoga, and kinesthetics. School-based counselors and School Social Workers are on site to provide support services and counseling.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Counselors provide career and postsecondary guidance using District resources.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The school utilizes positive behavior rewards monthly to prevent and/or reduce problem behavior. All staff provided input and received training on the tiered system to ensure fidelity of implementation.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional learning opportunities include CHAMPS, NEWsELA, High-Yield strategies, Small Group Instruction, Vocabulary Across Content, Targeted Lesson Planning, Teaching Mini Lessons.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Non applicable

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes