

Broward County Public Schools

Bair Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	22
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	22
VII. Budget to Support Areas of Focus	0

Bair Middle School

9100 NW 21ST MNR, Sunrise, FL 33322

[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 Bair Middle School is to provide rigorous academic instruction in a safe environment that embraces and meets the needs of our diverse population and enables our students to become productive, responsible citizens.

Provide the school's vision statement.

Bair Middle School's vision is to provide academic excellence that supports mental rigor, encourages critical thinking, and teaches technological skills necessary to equip our diverse student population with tools to compete and succeed in the global economy of the 21st century. Students who leave Bair Middle school will be Bound for College and Career, Analytical thinker, Intelligent, and Responsible People.

School Leadership Team, 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
Givens, Keietta	Principal	Oversees the operations and instructional programs at Bair Middle, monitors school budget, hiring staff, evaluating staff and assistant principals.
Norris, Claire	Assistant Principal	Oversees Grade 7 students and staff, monitors Literacy (Language Arts and reading teachers) department, electives department, and facilitates ESOL department. Monitors SIP/SAC and Title 1 documents.
Campuzano, Richard	Assistant Principal	Oversees grade 6 staff and students, facilitates Safety and Facilities, monitors math department and social studies department.
Hall, Krystal	Assistant Principal	Oversees Grade 8 students and staff, facilitates ESE and ESOL departments, monitors and evaluates science department, and monitors guidance department and RTI processes.
Blair, Dawn	Teacher, ESE	ESE Compliance, scheduling for SWD and mainstreamed ESE students, monitoring IEPs and running annual and re-eval meetings.

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.

The SIP is discussed at all SAC meetings (held monthly). During the 2022-2023 school year we sought input from our stakeholders for us in the development of the 2023-2024 SIP. Our SAC meetings enabled us to receive feedback and input from all stakeholders as we sought to improve our plans from last year.

Also, we reviewed the customer surveys from 2022-2023 and looked at the input from our families, students, and staff. This information directly impacted the creation of this year's SIP as we aimed to address the areas which were highlighted.

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 is monitored monthly during our monthly SAC meetings (which include parents, businesses, and community leaders) and through our weekly leadership and curriculum leadership meetings. All departments are represented and we share data and discuss growth, as well as enrichment and remediation strategies so we can ensure that all of our students are learning and growing.

As a result of our data monitoring and enrichment, and remediation plans, we will revise the plan as needed. Revisions will be shared with all stakeholders during SAC meetings, parent nights, and leadership and curriculum leadership meetings.

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	92%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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) Black/African American Students (BLK) Hispanic Students (HSP)

	Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
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	54	71	67	192	
One or more suspensions	0	0	0	0	0	0	61	38	50	149	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	24	20	29	73	
Course failure in Math	0	0	0	0	0	0	23	17	17	57	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	92	89	99	280	
Level 1 on statewide Math assessment	0	0	0	0	0	0	68	65	78	211	
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	2	5	7	

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	83	87	96	266

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	0	0	20	20
Students retained two or more times	0	0	0	0	0	0	3	4	22	29

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	66	66	101	233	
One or more suspensions	0	0	0	0	0	0	47	64	60	171	
Course failure in ELA	0	0	0	0	0	0	44	8	35	87	
Course failure in Math	0	0	0	0	0	0	24	20	27	71	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	65	102	105	272	
Level 1 on statewide Math assessment	0	0	0	0	0	0	99	138	113	350	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	35	17	2	54	

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	107	115	137	359

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

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	66	66	101	233	
One or more suspensions	0	0	0	0	0	0	47	64	60	171	
Course failure in ELA	0	0	0	0	0	0	44	8	35	87	
Course failure in Math	0	0	0	0	0	0	24	20	27	71	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	65	102	105	272	
Level 1 on statewide Math assessment	0	0	0	0	0	0	99	138	113	350	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	35	17	2	54	

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	107	115	137	359

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

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*	45	53	49	42	54	50	39		
ELA Learning Gains				53			35		
ELA Lowest 25th Percentile				50			28		
Math Achievement*	46	56	56	34	41	36	24		
Math Learning Gains				53			13		
Math Lowest 25th Percentile				53			17		
Science Achievement*	39	50	49	31	52	53	31		
Social Studies Achievement*	71	67	68	61	63	58	47		
Middle School Acceleration	66	70	73	69	51	49	50		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	32	42	40	41	74	76	36		

* 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)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	299
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
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	487
Total Components for the Federal Index	10
Percent Tested	97
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	29	Yes	4	1
ELL	30	Yes	1	1
AMI				
ASN				
BLK	47			
HSP	56			
MUL	50			
PAC				
WHT	65			

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	46			

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	38	Yes	3	
ELL	43			
AMI				
ASN				
BLK	45			
HSP	52			
MUL	47			
PAC				
WHT	70			
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	45			46			39	71	66			32
SWD	24			25			24	42			4	
ELL	29			36			20	33			5	32
AMI												
ASN												
BLK	42			43			35	68	66		6	29
HSP	50			49			48	69	62		5	
MUL	50			50							2	

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	56			54			52	85	76		5	
FRL	42			43			37	66	66		6	23

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	42	53	50	34	53	53	31	61	69			41
SWD	24	51	48	23	47	54	15	39	45			
ELL	27	56	50	22	64	67	12	48				41
AMI												
ASN												
BLK	36	51	48	27	50	49	26	59	59			
HSP	49	56	48	39	54	55	32	61	71			
MUL	38	35		44	67			50				
PAC												
WHT	62	69		53	65	90	63	72	87			
FRL	36	50	49	30	52	52	23	56	62			55

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	39	35	28	24	13	17	31	47	50			36
SWD	19	23	19	15	13	17	13	29				
ELL	22	30	26	10	9	11	12	35	33			36
AMI												
ASN	50	47		31	0							
BLK	34	31	21	21	13	17	29	42	45			46
HSP	41	36	35	24	11	19	31	45	60			
MUL	59	38		33	13							
PAC												
WHT	59	55		33	16	17	42	60	55			
FRL	34	32	30	19	11	15	26	41	43			33

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	40%	49%	-9%	47%	-7%
08	2023 - Spring	43%	49%	-6%	47%	-4%
06	2023 - Spring	37%	50%	-13%	47%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	43%	54%	-11%	54%	-11%
07	2023 - Spring	45%	51%	-6%	48%	-3%
08	2023 - Spring	40%	46%	-6%	55%	-15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	37%	38%	-1%	44%	-7%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	48%	27%	50%	25%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	46%	24%	48%	22%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	64%	3%	66%	1%

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.

Based on data from 21-22 and three years prior, both ELA and Math proficiency percentages were lower than the learning gains for grades 6, 7 and 8. The data from 22-23 reflects an increase in Math, Civics, and Science proficiency, and a drop in ELA proficiency. There were no learning gains from last year's data due to the introduction of the new FAST assessment in ELA and math.

Science proficiency was the lowest score at 37%, with ELA having the second to lowest score at 40%. Our SWD subgroup is still our ESSER group that has not met the 41% criteria for the past three years but did improve to 38%.

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

ELA was the only content area to decline from 2021-2022 to 2022-2023. The decline was from 42% to 40%. This was in part impacted by the new assessment and textbooks and the transition to BEST standards. We started the year with a third of our students scoring a level 1 on the statewide ELA assessment the prior year. There was also some turnover in the department with some positions left vacant for part of the year (LA and reading).

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.

The data with the greatest gap when compared to the state average is science proficiency with a 10% point gap. However, our science proficiency score was a 6% increase from the previous two years. The trend data suggests that our science proficiency scores are below the state's proficiency scores, however this gap has increased over the past few years. There was some many turn over of staff in the science department which contributed to this gap.

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

Our math proficiency scores in 2023 showed the most improvement from 34% to 47%. This was due to the work by the math coach and math department. Math was an area of focus last year, and a Math ESSER coach position was created to assist in increasing rigor across the department. Students were involved in push ins and pull outs based on recent assessment data. Students were also selected for Extended Learning Opportunities after school and on Saturdays based on their data.

The math coach led the department PLCs and focused on including enrichment and remediation into lesson plans and student engagement.

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

Our EWS data showed a decrease in all areas, except for the # of students scoring a level1 on the statewide ELA assessment. Our number increased form 272 to 280.

Another potential area of concern is the number of students with two or more EWS indicators. We have nearly a third of students with two or more EWS indicators.

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

1. ELA proficiency
2. SWD proficiency
4. Science proficiency
3. ELA learning gains

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 Teacher Retention and Recruitment**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.

There was a lot of turn over last year within our staff. This year we had 13 new staff members at the beginning of the year, with 4 additional positions open. We are focusing on a positive culture and environment as it relates to teacher retention and recruitment to ensure that we retain our staff and recruit to any open positions in the future based on the teacher and staff experiences across our campus.

Measurable Outcome:

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

By August 2024, 20% of teachers will move within the school's support plan for teachers by needing less support than they did for the current year when they return for the 2024-2025 school year as evidenced by data marks in Bridges and staff surveys.

Monitoring:

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

Weekly support team meetings (Bair Academic Support Sessions) and Monday Morning meetings will track teacher growth through the use of our Bair HUGs forms, based on classroom walkthroughs and meetings. Tier meetings and district support meetings also provide monitoring through weekly and monthly meetings. They focus on planning preparation; standards-based instruction; learning environment; professional development.

Monitoring will also occur through staff surveys utilize during the school year with questions asked about the strategies used across campus to promote a positive culture and environment (PRIDE week activities, Life Skills and Wellness (LSW) strategies for staff and students, Positive notes read on our announcements to highlight staff members who have done something positive to help others or who have developed a new program, and Bair Paws to recognize staff members for going above and beyond.

Person responsible for monitoring outcome:

Keietta Givens (keietta.givens@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.)

The Bair Academic Support System (BASS) provides support for all teachers on campus, differentiated based on need. The support ranges from PLCs, monthly classroom visits, and feedback sessions to weekly and monthly meetings and weekly observations. Teachers with the most need are assigned a support team comprised of admin, coaches, and other support staff. The team meet together to create a specific plan for each teacher. The teachers meet with their support team individually and together throughout the year, as they focus on different elements, including planning and preparation; standards-based instruction; learning environment; and professional development. The Pride Committee and Care Bairs promote a positive environment within which the staff are encouraged to collaborate and learn together.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research shows that people stay at a place where they feel valued and supported. Our intervention ensures that teachers receive the support they need based on their experiences in the classroom and data taken from informal walk throughs and observations as well as teacher evaluations and formal observations. Teachers may request more support as needed.

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.

Creation of support plan for all teachers

Person Responsible: Keietta Givens (keietta.givens@browardschools.com)

By When: August 18, 2023

Support teams for certain teachers will be created and a schedule of meetings put together with a focus of needs

Person Responsible: Claire Norris (claire.norris@browardschools.com)

By When: September 1

Admin team will monitor the support provided to all teachers and the support plans will be revised accordingly.

Person Responsible: Keietta Givens (keietta.givens@browardschools.com)

By When: monthly

#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.

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

Measurable Outcome:

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

By June 2024, our SWD subgroup will increase by at least 4% to a score of 42% on the FAST ELA Assessment.

By June 2024, our SWD subgroup will increase by at least 4% proficiency in ELA and math to 28% and 27% respectively.

Monitoring:

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

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

Person responsible for monitoring outcome:

Dawn Blair (dawn.blair@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.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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.

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

Person Responsible: Dawn Blair (dawn.blair@browardschools.com)

By When: The schedule will be implemented by September 11, 2023 (after the close of diagnostic testing/ PM1)

The ESE Specialist and Support Facilitators will monitor the grades and test scores of our SWD students to ensure the pull-pout and push-in schedule is working.

Person Responsible: Dawn Blair (dawn.blair@browardschools.com)

By When: The plan will be monitored at the end of each quarter and revised based on the data.

#3. Instructional Practice specifically relating to ELA**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.

Our ELA scores was the only area content area with a decrease last year. With that, its is our belief that literacy has to be at the forefront. We have a five fold focus which includes (Cornell Notes, Vocabulary, Annotating text, Analyzing text and citing textual evidence). There is a need to increase comprehension and vocabulary in all content areas. The goal is that every content area teacher focuses on the five areas with fidelity to increase student achievement.

Measurable Outcome:

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

By May 2024, students will move from 40% to 45% on the FAST ELA Assessment Test.

Monitoring:

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

These area will be focused through professional learning communities, students assessments and creation of action plans related to student data. Additionally, Administration and Leadership will observe classrooms and provide feedback to teachers and staff.

Person responsible for monitoring outcome:

[no one identified]

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.)

The Bair Academic Support System (BASS) provides support for all teachers on campus, differentiated based on need. The support ranges from PLCs, monthly classroom visits, and feedback sessions to weekly and monthly meetings and weekly observations. Teachers with the most need are assigned a support team comprised of admin, coaches, and other support staff. The team meet together to create a specific plan for each teacher. The teachers meet with their support team individually and together throughout the year, as they focus on different elements, including planning and preparation; standards-based instruction; learning environment; and professional development. The Pride Committee and Care Bairs promote a positive environment within which the staff are encouraged to collaborate and learn together.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaboration and support are critical elements that assist with children achievement. Provide quality time to plan assist teachers with gaining a better understanding of the standards. Additionally, support members have a wealth of knowledge that can assist teacher in the classroom with management, instruction and positive culture.

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.

Classroom Observations by Administration and Support Staff

Person Responsible: Keietta Givens (keietta.givens@browardschools.com)

By When: By September 2023

Literacy Professional Development training for staff and teachers

Person Responsible: Keietta Givens (keietta.givens@browardschools.com)

By When: By 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).

School improvement allocations are discussed with the administrative team to determine the greatest need in the school. The information is shared with leadership to ascertain their input regarding how funds should be allocated. Additionally, the Department Chairs are provided a needs assessment that is review by Administration and Leadership. It is always the areas with the greatest need that are addressed first. Additionally, we continue to review funding allocations throughout the year to ensure the funds are allocated properly and adjustments are made as needed. The process for approving accountability funds are as follows: SAC requests are discussed at the meetings by a representative from the school. A explanation for the request is given to the committee for discussion. There is a time set aside for question and answers regarding the request before the board. After discussion, the committee will vote on the proposal. The representative will communicate the vote to administration and the school.

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.

The School Improvement Plan will be disseminated in various ways to the community, students and parents. It will be posted to the website in various locations to provide stakeholders an opportunity to review the information. There will be a parent newsletter posted as well and shared on the website. Additionally, the SIP will presented during a School Advisory and PTSA meetings. Finally, the document will be added to the Parent Canvas course which is another form of communication for parents.

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 builds positive relationships with parents through various forms of communication that includes parent newsletter, parent links, and text messages. The school has various events that includes Hispanic Heritage program, Women history month activities, STEM night, Black History Month and Spirit Days for students and staff. Additionally, the school hosts quarterly Parent Universities to discuss Pinnacle, academics, Life Skills and Wellness, FAST testing and review school expectations. The family engagement plan is located on our website <https://www.browardschools.com/bair>

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 will provide weekly Professional Learning Communities(PLC) that focuses on standard based instruction, data analysis, student work, rigor, lesson planning, best practices, assessment review and student engagement strategies. Staff participation in Professional Learning Communities(PLC) will enhance the learning environment and increase academic rigor. The leadership team will monitor the effectiveness on the learning environment by conducting instructional rounds. This will include weekly classroom visits by the Administrative team, Coaches and Leadership team. Instructional rounds will be followed by discussion and analysis to create an action plan based on data collected. The information will be shared with PLC facilitators to review with department and create a plan of action. This cycle will continue after each instructional round to ensure that academic shifts are made in a timely fashion.

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))

n/a

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))

There are three guidance counselors who meet with students daily to address behavior and academic issues. Additionally, the counselors will visit classrooms and implement the Re-think Ed curriculum focused on setting goals and improving academics. The school has a family counselor assigned that meets with students to address mental health concerns. There is a school based Behavior Tech that meets with students who have behavior challenges. Mentoring Tomorrow's Leaders is another program on campus. It is a peer to peer program designed to improve academic and behavior with students. Also, the school has opportunities for students to join clubs and play sports. They include but not limited to: Chess, Art, Band, Basketball and leadership.

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))

n/a

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 conducts weekly Response To Intervention (RTI) meetings to discuss students and provide a comprehensive action plan based on student need. The administrator, school psychologist, guidance counselor, social worker and ESE specialist are present at the meeting.

Additionally, there are clear expectations for all staff and students. This includes PRIDE, which stands for Positive, Responsible, Involved, Determined and Exceptional. Rules are posted throughout the building and in classrooms as well.

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 Communities (PLC) are conducted weekly with teachers and staff. PLC's include discussions about school data, student work, assessments and sharing best practices. There are monthly Department Release days with Chairs to review data and create a comprehensive action plan based on the information presented. Additionally, we have a program designed to retain teachers called Bair H.U.G. (Helping Unleash Growth). This program provides intensive support for new teachers which includes classroom observations, lesson planning and modeling by coaches.

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))

n/a