

Pines MS (1881)

School Improvement Plan (SIP)

School Info



The School Improvement Plan (SIP) is a live document that is subject to change based on School Advisory Council (SAC) recommendations.

School Grade (2017 - 2018)	C
Title 1 School	Yes
Differentiated Accountability (DA)	No

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Mathematics	Thursday	1st, 2nd, 3rd, 4th, 5th	9/13/2018 - 5/9/2019	8:05 AM - 8:35 AM	6, 7, 8
Science 6,7,8	Thursday	1st, 2nd, 3rd, 4th, 5th	9/13/2018 - 5/9/2019	8:05 AM - 8:35 AM	6, 7, 8
Unified Arts	Monday	1st, 2nd, 3rd, 4th, 5th	9/17/2018 - 5/13/2019	8:05 AM - 8:35 AM	6, 7, 8
Social Studies 6,7,8	Tuesday	1st, 2nd, 3rd, 4th, 5th	9/11/2018 - 5/14/2019	8:05 AM - 8:35 AM	6, 7, 8
Literacy 6,7,8	Tuesday	1st, 2nd, 3rd, 4th, 5th	9/11/2018 - 5/14/2019	7:45 AM - 8:30 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

GRADUATION/COLLEGE AND CAREER READINESS (EARLY WARNING INDICATORS)

Data for: 2016-2017						
Grade Level	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
06	303	11.60	23.40	23.10	32.00	26.40
07	313	8.60	19.20	19.50	38.00	23.00
08	316	15.50	25.30	7.90	32.00	21.20

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

RTI TEAM MEETING SCHEDULE

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	9/13/2018 - 5/23/2019	9:15 AM - 11:15 AM

BEST PRACTICE #3**Optimal Internal/External Relationships****ACCREDITATION PROCESS**

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC UPLOAD CENTER

File Name	Meeting Month	Document Type	Uploaded Date
ByLaws-2018-2019.pdf	October	SAC ByLaws	10/26/2018
Compostion-Report-2018-2019.pdf	October	None	10/26/2018
Pines-Middle-SAC-SAF-Minutes-for-October-4--2018.docx	October	Developed	10/18/2018

BEST PRACTICE #4**Scaling Up BEST Practices****CONTINUOUS IMPROVEMENT**

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	458	41 of 69	1	93	186

GOALS

As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement and why was this area chosen?

Pines again maintained but did not improve our standing in the SES band, ranking 41 out of 69 schools. Pines Middle School's FSA scores in the area of language arts dropped in both proficiency (by 4%) and learning gains (by 3%) last year. Our goal this year is to make up that loss and surpass our 2017 scores by increasing 5% in proficiency and 5% in learning gains. Civics teachers will increase proficiency on the EOC to 71% (additional 2%) after dropping by 4 points last year. Pines Middle relies on the learning gains scores to boost our ratings. We plan to scale up our best practices in Reading and Math to achieve learning gains of 60% of our students in those areas. Our Science FCAT scores dropped slightly this year and our goal is to get back to 40% proficiency from this year's score of 36% proficiency.

What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band?

Teachers will continue to be trained in the use of learning stations to strategically work with small groups of students on areas of deficiency. Teachers will receive additional coaching and training, and will use classroom visits.

With our new block schedule, students are taking academic electives (Literature, Sports Geography, Trial by Fire, NMSSC) that infuse the literacy standards. Students complete research projects and read novels that engage them to master the standards in challenging and creative ways.

Social Studies teachers will infuse primary source documents tied to their content and increase their use of graphics, historical fiction, and periodical articles to prepare students for the increased number of FSA passages pulled from social science.

Civics teachers will 1) utilize CANVAS resources to support student learning in a blended learning environment; 2) incorporate higher order question into their lessons based on DBQs, PBLs, and R.A.C.E.

Math teachers will implement iREADY prescribed and teacher-assigned lessons weekly. There will be a minimum of one quarterly iREADY Mastery Check TEST in class.

Science teachers are implementing STEMSCOPES to teach the standards in an engaging hands on method.

Describe in detail how the BEST Practice(s) will be scaled-up.

The use of Learning Stations will be scaled up by having the Literacy Coach and district specialists help ELA and Reading teachers strategically set their groups of students, and to manage the centers so they can work with a small group of students while others work with technology, independently, or in small groups. This practice will also be scaled up by having teachers in the content areas also using stations to help students read, comprehend, and master their content.

the Literacy Coach works with the core elective teachers on PBLs, novel studies, and research projects tied to the ELA standards.

Social Studies teachers will work in their PLC pulling resources from AchievetheCore, Newsela, Achieve3000, the Smithsonian, and other district resources to supplement their text.

Civics teachers will be trained on and implement district resources in Canvas and in the DBQ binder.

Teachers will select STEMSCOPES lessons appropriate for their classes and tied to the standards, including demonstrations and labs. The curriculum will be spiraled for key standards and Nature of Science will be infused in all of the units. 8th grade students will supplement review of 6th and 7th grade standards with Study Island.

In Math our lowest level 1 students all have a Math Support class or for our ESE students a Learning Strategies class. These students will work weekly on their iREADY prescribed lessons in class. The other students will work on their iREADY prescribed lessons away from school. All students are expected to do at least 45 minutes of iREADY per week. All students will work on iREADY teacher-assigned lessons in class weekly.

What specific school-level progress monitoring data is collected and how often?

For ELA and Reading students FAIR scores will be checked at the end of each semester, lexile levels are monitored monthly through Achieve3000, and Reading CFAs are given twice quarterly in ELA classes.

In Math students complete an iREADY diagnostic and minimum quarterly mastery check tests.

Science teachers use District CFAs, Study Island quizzes and STEMSCOPES performance tasks.

How does the school ensure the fidelity of students not progressing towards school and district goals?

Students not meeting mastery are remediated through small group instruction utilizing learning stations. Students are tutored weekly before school. Learning Strategies classes are offered to our ESE students who are struggling. In ELA students complete the Collections tutorials, CPALMS lessons and Achieve3000 remediation supplements.

Our level 1 and low 2 students take Intensive Reading, utilizing the Inside curriculum, Achieve3000, vocabulary.com, Newslea, and the Vocabulary workshop series.

Our higher level 2 and low level 3 students receive extra support in a Literature elective utilizing Perfections Literature and Thought, Achieve3000, and vocabulary.com.

Our low level 1 Math students have a Math support class utilizing iREADY and other supplemental materials.

Science teachers utilize the STEMSCOPES modified lesson plans to remediate those not mastering standards.

How does the school ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

Pines Middle School moved to a block schedule to offer students more individual choice in choosing from more electives the courses they will find engaging.

In the academic electives students participate in project based learning that is relevant and authentic and fosters collaboration to increase mastery.

Students are motivated to solve real world problems and become self-motivating. Core teachers have a common planning every other day to plan engaging and challenging lessons.

How does the school ensure Tier 1 Standards-Based classroom instruction is being implemented properly and effectively?

In ELA instruction revolves around the units and themes in Collections to ensure the students are being taught the standards. Teachers meet weekly in the morning and during their common planning in PLCs to plan lessons and analyze common formative assessment data to ensure instruction is being implemented effectively.

Science is teaching their standards through the STEMSCOPES curriculum.

Math teachers follow the district pacing guide and meet weekly in their PLCs to plan lessons and analyze their common formative assessments.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have

access to a balance of literary and informational text in a variety of mediums?

The core text for ELA is Collections and for Intensive Reading is Inside. Achieve 3000 and Vocabulary.com are also used schoolwide. We have academic electives including Literature classes, Trial by Fire, Sports Geography, Shakespeare, Drama, and Structured Games where students engage with literary and informational texts. We have a Literature in Film class where students compare and contrast Literature from a variety of mediums. Math students focus on academic vocabulary and do written response word problems to explain their answers to questions tied to each standard.

How does your school implement the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills?

Awards and ribbons DI Torres awards students; recognition for top students in Achieve3000 ad vocabulary.com, Get Caught Reading program

6th grade book club reading and discussing Surviving Middle School with strategies for personal growth

7th grade book club reading Ghost Boys and 8th grade book club reading Fairest of them All dealing with looking at issues from a variety of perspectives

Success Camp with motivational speakers and parenting classes

Hispanic Heritage Night

How does your school-wide policy and practices support the social emotional learning for students?

The SEL Plan supports the students in all academics within the classroom. A variety of strategies are being used school-wide to improve our students Emotional Learning.

STRATEGIES & ACTIVITIES

Strategies	Persons responsible	Deadline	Professional Development	Budget
After school Math Camps	Helen Chisholm	5/1/2018		\$3,000.00
Use of CANVAS blended learning, DBQ's, and RACE strategy	Mr. Angus	5/1/2019	Training on CANVAS	\$400.00
Learning stations in classrooms to remediate and enrich standards along with iREADY prescriptive and teachers assigned lessons	Helen Chisholm	5/1/2019	Half day planning for workshop stations	\$500.00
STEMSCOPES labs and activities	Nicole Zissen	5/1/2019	Training needed on the STEMSCOPES curriculum	\$2,000.00
Learning stations in classrooms to remediate and enrich standards	Cathy Spotts, Aileen Zissen, Andria Doughty	5/1/2019	Half day planning for workshop stations	\$40.00
After school camps rotating between Reading and Writing standards	Cathy Spotts	4/1/2019		\$3,000.00
Grade level Reading and Writing workshops held quarterly	Cathy Spotts	5/1/2019	Half day planning for workshop stations	\$400.00