School Improvement Plan (SIP)

School Name   Apollo MS (1791)

School Year   2017 - 2018

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
SEL	Thursday	2nd4th	8/29/2017 - 5/15/2018	8:30 AM - 9:15 AM	6, 7, 8
Language Arts/ Reading	Monday	1st3rd	8/29/2017 - 5/15/2018	8:30 AM - 9:15 AM	6, 7, 8
Social Studies	Monday	1st3rd	8/29/2017 - 5/15/2018	8:30 AM - 9:15 AM	7, 8
Science	Monday	1st3rd	8/28/2017 - 5/15/2018	8:30 AM - 9:15 AM	6, 7, 8
Math and Math Honors	Monday	1st3rd	8/9/2017 - 5/15/2018	8:30 AM - 9:15 AM	6, 7, 8
Literacy 6-8	Monday	1st2nd3rd4th	8/29/2017 - 5/15/2018	8:30 AM - 9:15 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 (Last updated: 8/29/2017)						
Grade	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
6	428	6.10	9.60	7.20	32.40	8.90
7	432	9.50	15.50	6.50	40.70	14.80
8	454	9.70	11.20	2.90	33.30	11.20

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

There are many academic strategies employed by Apollo Middle School to improve academic performance for students with early warning indicators. Apollo Middle School provide students with computer-based programs to improve student achievement. Some of the programs include, but are not limited to Mathletics, First In Math, USA Test Prep, Achieve 3000. These programs are used on a daily basis as enrichment and remediation strategies for students. Mastery Connect is used as an evaluation tool to monitor student progress and assessment scores. In addition Saturday Academy, pullouts for core classes, and before/after school tutoring are provided in math, reading, science, and social studies for students requiring intervention. Apollo also provides several mentoring programs as interventions for struggling and at-risk according to the early warning indicators.

The SEL (Social and Emotional Learning) program will continue to fully embed SEL into interdiscplinary students throughout students' curriculum for each grade level. This curriculum will be supported by a SEL Team that will monitor, evaluate and improve upon SEL instruction in the classroom with online enrichment programs, LEEO curriculum, Social awareness workshops for students, Harmony Materials, Peer counsieling, Health and Wellness center (within the school) and parental involvement events.

The primary mentoring and tutoring programs available to these students are First Priority, Developing

Intelligent Young Men (DIYM), Ladies of Style and Elegance (LSE), Rites of Passage and Real Talk mentoring program. The DIYM program was started six years ago to reach out to at risk males in the 8th grade. Many of the students in the program struggled with academic issues. Students in the program have computer access and an hour of tutoring each meeting. The program provides students with guest speakers and field trips to local colleges. The Ladies of Style and Elegance was developed to mentor 8th grade girls. In addition, to mentoring the program does community service and fundraising activities to keep the girls focused on success. The program monitors the grades and behavior of all their students. The young men of DIYM and the ladies of LSE serve as student ambassadors for school events held on campus. The Rites of Passages Program provides mentoring and tutoring for 6th grade male students. The program meets four days a week after school. During that time the young men learn different techniques to utilize to help them be successful in school and life. The *"Real Talk" Mentoring Ministry Program* offered at Apollo Middle School for young men from ages 11-14. In the program, your child will be matched with an adult volunteer mentor who will meet him at the school. The volunteers will act as mentors, counselors, advocates and educators on subjects specific to your child's needs and interests as well as act as an adult role model and source of friendship and encouragement.

All these programs provide hands on academic support for our student's academically success. These programs and initiatives focus on the academic wellness of our students.

Hispanic Unity 4Teens (U4T) and 21st Century are year-round programs for at-risk middle school age youth. Both programs provide parents with before and after school care for their children for free. The programs has been designed to provide education and enrichment activities to help students attain academic and social success, reduce risk behaviors and learn skills so they may grow into self-sufficient, productive adults. Students are able to get homework assistance and tutoring in all the core subject areas. Lastly, Apollo Middle is proud to be a 21st Century Learning school which is a supplemental academic enrichment program that accompanies general education and core subjects for all students before, after school and in the summer. The program is designed to provide students with remediation and tutoring daily, year-long and in the summer between school years to boost FSA scores and student achievement.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 3rd	8/21/2017 - 6/8/2018	8:30 AM - 9:15 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	3.0
Governance and Leadership	3.0
Teaching and Assessing for Learning	3.0
Resources and Support Systems	3.0
Using Results for Continuous Improvement	3.0

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

To increase our overall rating we will hold monthly curriculum leadership team (CLT) meeting to focus on and develop a plan of action for continuous improvement. The CLT will review data and utilize our areas of weakness as the focus of professional learning communities (PLC). Using the data for the areas of weakness PLCs will meet weekly to share best practices to improving instructional practices in order to increase learning and student achievement. The monthly Title One nights will inform the community of the resources that are available to support their child's academic endeavors.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
self-assessment_17-18Apollo.pdf		11/3/2017

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
SAF.pdf	November	A+ Funds	11/3/2017
Committee-Membership-Apollo.pdf	November	Developed	11/3/2017
SAC-ByLaws-2017-2018.pdf	October	SAC ByLaws	10/26/2017
SAC-Meeting-Dates-2018rev.pdf	October	None	10/25/2017
SAC-Meeting-sign-in-scanned-10-4-17.pdf	October	Developed	10/20/2017
SAC-Agenda-10-4-17.docx	October	Developed	10/20/2017
SAC-meeting-sign-in-scan-8-31-2017.pdf	September	Developed	9/28/2017
AMS-SAC-Minutes-08-31-17-(1).docx	September	Developed	9/28/2017
SAC-Agenda-8-31-17.docx	September	Developed	9/28/2017

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	508	16 of 82	4	62	123

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

The content areas that will be the focus for improving student achievement are Math, Language Arts, and Science.

Learning Gains school-wide at an average of 49%

Math Learning Gains of the lowest 25% is at 40%

Overall Math Achievement is 50%

Math Scores
36% of 6th grade students scored a level 3 or above
47% of 7th grade students scored a level 3 or above
46% of 8th grade students scores a level 3 or above

Math Goals
The percentage of 6th grade students scoring proficient or higher in the Math FSA test will increase from 36% to 39% by the end of May 2018.

The percentage of 7th grade students scoring proficient or higher in the Math FSA test will increase from 47% to 50% by the end of May 2018.

The percentage of 8th grade students scoring proficient or higher in the Math FSA test will increase from 46% to 49% by the end of May 2018.

ELA Scores
45% of 6th grade students were proficient (Level 3 or above) on the ELA FSA Exam
47% of 7th grade students were proficient (Level 3 or above) on the ELA FSA Exam
51% of 8th grade students were proficient (Level 3 or above) on the ELA FSA Exam

ELA Goals
The percentage of 8th grade students scoring proficient or higher in the ELA Grammar and Writtin

response test will increase from 51% to 54% by the end of May 2018..

The percentage of 7th grade students scoring proficient or higher in the ELA Grammar and Writtin response test will increase from 47% to 50% by the end of May 2018.

The percentage of 6th grade students scoring proficient or higher in the ELA Grammar and Writtin response test will increase from 45% to 48% by the end of May 2018.

Science
Schoolwide science achievement is 27%
89% of the Biology students scored a level 3 on the EOC Exam.
27% of the 8th grade students scored atleast a level 3 or above on the FCAT Science Exam.

100% of the 8th grade students passed the Biology EOC exam.

Science Goal
The percentage of 8th grade students scoring proficient or higher in Science will increase from 45% to 49% by the end of May 2018 as measured by the EOC.

Social Studies
 61% of Civics students (7th graders) scored level 3 or above on the Florida Civics EOC.

This year 65% of 7th graders will score proficient (level 3 or above)on the Florida Civics EOC. 6th and 8th grade students will score 70% or higher on school-wide common formative assessments in World History and US History respectively.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Utilizing formative assessments.
Promoting student engagement with incentives.
Using scales and rubrics school-wide.
Clearly articiulated expectation, goals, learning outcomes, and course requirements, and course requirements increase student motivation and improve learning.
Meaningful and timely feedback to students to improve learning gains in core subject areas.
Differentiating instruction to meet individual student needs by scaffolding and accommodating IEPs, RtI, ESOL, etc.
Specific to Instructional Practices include: Workshops, Professional Development option
Specific to Learning Practices include: Centers, Pull Outs & Push Ins, Incentive programs, enrichment tools.

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?

The best practices identified will be utilized on a daily basis in all of the content area courses. Our school has a unified board configuration, rubric and scales system stemming from the school-wide Reading and Language Arts curriculum that will be covered in ALL classes. This will provide a more seemless transition from class to classs and increase success for teachers and students that need to identify and assess specific components of content based on STANDARDS and BENCHMARKS as opposed to just content.   Teachers will use

formative assessments daily, weekly or monthly in order to direct and guide instruction as well as gather evidence of learning and application. Teachers will promote student engagement and motivation by creating activities that are challenging and hands on, while poviding students the opportunity to participate in fun learning that will enhance the learning experience. Apollo has also instituted an incentive program that is rewards based but challenges students to use prior knolwdge to learn new concepts and create by builiding upon those experiences. This is done with peer and cross teamed (graded) grouped students to work on activities, problems, and assignments to will also increase student engagement.

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?

BEST Practices that pertain to SEL - Implementation of online enrichment instructional tools, Harmony Kits and SEL events and mentoring to track student achievement.
Saturday Academy will expand to a Saturday Writing Boot Camp
Workshops with combines subjects will be conducted in Fall and Spring.

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

The BEST practice will be scaled up using a monitoring system that records student growth and achivement.
PLCs are dedicated to the implmentation and instructional planning of the SEL BEST Practice.
ELO opportuities will be focused and data driven
Worshops will be expanded school-widte

Please complete this section based on 2017-2018 end-of-year results.
Instructional Implications: Discuss the success of specific strategies/activities and provide a rationale as to why those academic improvements occurred as a result of those strategies.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
CLT Curriculum Leadership Team MemberPD	Shawn Aycock	8/9/2017		$2,300.00
Literacy training for all content areas dept. chairs	Dept. Chairs & CLT	8/1/2017		$4,200.00

Strategies	Persons responsible	Deadline	Professional Development	Budget
Professional Development for all content areas	Department Chairs	7/1/2017	Core/ content area	$13,200.00

School Improvement Plan (SIP)

School Name   Attucks MS (0343)

School Year   2017 - 2018

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
All Subjects	Tuesday	1st2nd3rd4th5th	8/29/2017 - 6/5/2018	8:00 AM - 8:45 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 (Last updated: 8/29/2017)

Grade	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
6	262	10.70	27.50	5.70	37.10	19.10
7	226	10.20	36.70	1.30	50.50	27.00
8	218	19.70	21.60	0.50	51.00	22.00

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

Attucks Middle School prides itself on the vast amount of strategies and services we offer to ensure that all of our students succeed. With regards to the early warning indicators, we employ strategies as applicable for each student's individual needs.

For students with poor attendance we have a clear attendance plan that involves everyone from faculty to parent and counselors. Students who miss school regularly are identified bi-weekly by guidance and the intervention process is put in place. Guidance counselors reach out to both parents and students, hold conferences, and follow-up phone calls to educate families in the importance of regular school attendance. Students who continue to miss school after the initial intervention are referred to out school social worker for further action.

Part of regular attendance is limiting suspensions. This year we rolled out our school-wide positive behavior strategy, P.R.O.U.D., which stands for positive, respectful, organized, unified, and determined, in order to promote a culture of positivity at Attucks middle school. Additionally, our guidance department reaches out to feeder schools during the summer to identify students with poor behavior records so that strategies and interventions can occur from day 1 to prevent serious incidents that would lead to suspension. Small group counseling and conflict resolution services are also offered to prevent conflicts from escalating into behaviors leading to suspension. Finally, our administrators make all possible attempts to use alternative forms of consequences before resorting to suspension.

Because we know that retention is not an effective tool, and that students who fail one or more school years are more likely to drop out of school, our goal at Attucks is to promote 100% of our students. In order to achieve that goal, we have ongoing enrichment and remediation as part of our everyday course curriculum. Teachers identify students who are not performing and tailor work to their shortcomings to ensure success. Students who fail a quarter, for any reason, are given the opportunity through guidance, to complete a remediation assignment to increase their grade to a D.

With regards to our students who are performing below grade level, we have several strategies to help them bridge the gaps in their education. First and foremost is that all of our teachers provide all students with a rigorous, quality education. Additional support for level 1 students is provided through a remediation course that is dedicated to helping them build a solid foundation in ELA and Math. Our school also offers afterschool and weekend remediation opportunities through our School is Cool Program, which targets level 1 and 2 students for tutoring and engaging enrichment activities in the hopes of increasing academic prowess.

Despite our best efforts, some of our students will demonstrate 2 or more early warning indicators. These students are identified through the RTI process and interventions are put in place by the RTI team. For these students, clear tier 2 and 3 interventions are implemented school wide, and we maintain constant communication with the students and their family.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	9/5/2017 - 6/5/2018	9:00 AM - 1:00 PM

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	3.0
Governance and Leadership	3.17
Teaching and Assessing for Learning	3.17
Resources and Support Systems	3.0

Using Results for Continuous Improvement	3.4

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

In the upcoming school year, as we strive for excellence, Attucks will conduct the following activities to increase out overall rating:

- Make our purpose and direction clear at staff and facutly meetings
- Use the P.R.O.U.D. acronym and strategy to create a school-wide culture of positivity.
- Focus on having clear and open communications across the school through the use of Office 365 groups.
- Continue to improve our PLC process to make it as authentic and effective as possible while focusing on student data to guide instruction
- Seek out more grants for technology and maximize the use of our current technology
- Continue the self-assessment process at all of our leadership meetings, and involve staff and faculty in all of our conversations.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
0343_SelfAssessment_2017_2018.pdf		10/30/2017

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

File Name	Meeting Month	Document Type	Uploaded Date
SAF-Bylaw-2016-2017.docx	October	ByLaws	11/3/2017
0343-SAF-Sign-In-10_17_2017.pdf	October	A+ Funds	11/3/2017
0343_SAF_AGENDA_10_17_2017.docx	October	A+ Funds	11/3/2017
2017_2018-SAC-MEETING-DATES.docx	November	A+ Funds	11/3/2017
0343_SAC_2017_2018_Committee-Membership.pdf	October	A+ Funds	10/30/2017
SAC_SIGN_IN_10_17_2017.pdf	October	A+ Funds	10/24/2017
SAC_AGENDA_10_17_2017.pdf	October	Developed	10/24/2017
0343_2017_2018_SAC-BYLAWS.pdf	October	SAC ByLaws	10/24/2017

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	32 of 82	2	87	173

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

In order to ensure that classroom instruction is aligned to grade-level Florida Standards each department works to follow and adapt to the district pacing guides when available. Areas where no pacing guides exist create their own focus calendars, which are then shared with the faculty. Lesson plans and CFA data are collected to ensure the instruction is aligned.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Our school uses Newsela, print subscription to magazines, which are available in the Media Center, to ensure that students have access to informational text in each content area and in a variety of mediums.

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?

In order to meet our school wide goal of earning a B or above school grade from the State of Florida, each department has created its own set of goals to focus on.

Magnet Goal:
Attucks middle school intends to increase its enrollment by another 10% by the begining of the 2018-2019 school year to approximately 770 students. In order to acheive this goal, we will continue to develop and market our growing Cambridge Global Communications Program and engage our community and stakeholders to participate in PROUD Attucks Talk. In addition we continue to strive to bring our school performance back to an A by the end of the 2019-2020 school year.

Math Goal:
To increase learning gains amongst students across all grade levels from 49% to 51% and amongst the lowest quartile students, from 41% to 48%, by the 2017-2018 Florida Standards Assessment for Math. To ensure we meet our goal, all Math Teachers are working together within their Professional Learning Community by grade level. They are creating standards based lessons, sharing best practices and providing weekly enrichment activities. The Math Department will remediate and enrich students through the use of technology – i.e. Virtual Labs, individual i-ready lessons, MYHRW.com, Student problem solving WIKI's and GIZMO's to reinforce concepts and provide virtual experiences. All Math teachers will utilize i-ready to progress monitor student achievement of the Florida Standards through the use of Monthly Common Formative Assessments.

Science Goal:
By June 2018, the percentage of 8th grade students who will be proficient in Science will increase from 22% to 30% as measured by the Statewide Science Assessment. The department, as a whole, will appropriately utilize the Test Item Specifications, Version B, in order to create and present standard-driven instruction. Our sixth and seventh graders will be administered the End-of-Year Assessment which will be created by the district. This will be used as an accountability tool for the corresponding teachers, and will meet a succession

of a 30% proficiency to align with the 8th grade students' assessment, thus providing proficiency of specific content prior to entering the students' 8th grade year. Tracking data will be a key part of progress monitoring. Weekly conversations will occur during department PLCs and department common planning times. In addition, the Cambridge Science educators will follow the Cambridge Secondary Standards, thus providing a more direct approach in using in-depth student-centered activities allowing for individualized learning. Our goal will be met by using the county adopted textbooks, Florida Science FUSION as our primary resource, but will pull from other sources such as NewsELA to provide a connection of science content and the real world as we support the Literacy efforts of the school. We will continue to use the district-created Mini Formative Assessments that corresponds to our science Instructional Focus Calendar which will include laboratory activities, hands-on manipulatives, and collaborative project-based learning. In addition, other forms of assessments will be presented, both formative and summative, and interactive academic tools, which include but are not limited to GIZMOs, MobyMax, Study Island, and Study Jams.

Literacy Goals:
By June 2018, the percentage of students performing at a level 3 or higher on the Florida Standards ELA assessment will be at approximately 50%. Learning gains will increase from 54% to 59% and the lowest 25% quartile will increase from 45% to 48%. To achieve this goal Reading and Language Arts teachers will increase the rigor in their classrooms. In addition, both Reading and Language Arts teachers will provide instruction based on the identical Reading and Writing Standards monthly. School-wide literacy strategies will be taught to content areas teachers monthly. In addition, content area teachers will use taught strategies in their classrooms. The Collections text will be the primary resources complimented by supplemental resources such as Inside, Achieve 3000, USA Test Prep, Legacy, and Novels. Monthly progress monitoring will ensure that Reading teachers are constantly checking for understanding and remediating and enriching students where the data suggests. Data analysis is based on assessments administered biweekly and monthly via USA Test Prep, Achieve 3000, Collections and Legacy. Tracking data is a key part of progress monitoring, so weekly conversations happen during grade level department PLCs and during department common planning times. Moreover, students receive a writing performance task each quarter. This would include a diagnostic writing assessment, three mini formative assessments, and a summative assessment based on the informative and argumentative writing performance task. This data is tracked and discussed to compare and implement strategies that work. The data is also used to drive student-teacher data chats to discuss remediation and enrichment at the end of each quarter.
In order to prepare students for college and career, Attucks Middle School will continue to integrate 21st century skills in all subject areas. Technology development will include, but not be limited to basic computer and internet use, Microsoft Office Suite, and online learning opportunities through Canvas, USA Test Prep and Achieve3000. We will also continue to secure grant funding to support extended learning opportunities and more technology access.

Social Studies Goal:
To achieve a 70% or higher proficiency on the End of Course Assessment for 2017-18. The Civics department will continue to focus on incorporating reading
strategies into our everyday content, we will do this by collaborating in Professional Learning Communities. We will also analyze data and reflect on the strengths and
weaknesses of each Common Formative Assessment to prepare for the EOC. Teachers are also working after school through S.O.A.R to provide additional support to our students.

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?

1. Data guided instruction
2. School Wide Professional Development
3. Remediation and enrichment activities

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

1. In order to improve our performance within the SES Band, curriculum leaders are actively training and assisting all faculty members in the use of data to guide instruction. This instruction is happening during our weekly PLC. With the help of department leaders, all faculty members are being asked to analyze data from the FSA, as well as teacher created or County created common formative assessments. The results of the common assessments are then being used to drive instruction in the classroom, remediation, enrichment, and collaborative learning groups. Teachers will also engage in Student Data Chats with their administrators and their individual students on a quarterly basis.
2. Additionally, our curriculum coach and leadership team will be providing our staff and faculty with multiple professional growth opportunities in the areas of blended learning, active learning, literacy strategies, and the use of LMS.
3. Based on test data, students are also being targeted for enrichment and remediation in our afterschool and Saturday program, SOAR. This programs aims to help close the gap in student achievement through hands on learning, remediation, and enrichment opportunities.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
School Wide Professional Development	Curriculum Coach, Leadership Team	6/1/2018	Active Learning, Goals & Scales, Canvas, Vocabulary.com	None
Data Guided Discussions	Department Chairs	6/1/2018	In PLC's	None

School Improvement Plan (SIP)

School Name   Bair MS (2611)

School Year   2017 - 2018

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
Professional Development Meetings	Friday	4th	8/25/2017 - 6/7/2018	8:15 AM - 9:00 AM	6, 7, 8
Department Chair Meetings	Friday	3rd	8/25/2017 - 6/7/2018	8:15 AM - 9:00 AM	6, 7, 8
P.R.I.D.E. Meetings	Friday	2nd	8/25/2017 - 6/7/2018	8:15 AM - 9:00 AM	6, 7, 8
Faculty Meetings	Friday	1st	8/25/2017 - 6/7/2018	8:15 AM - 9:00 AM	6, 7, 8
Department Meetings	Wednesday Thursday	1st2nd3rd4th5th	8/23/2017 - 6/7/2018	8:15 AM - 9:00 AM	6, 7, 8
Parent Conferences	Monday Tuesday	1st2nd3rd4th5th	9/11/2017 - 6/5/2018	8:15 AM - 9:00 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 (Last updated: 8/29/2017)						
Grade	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
6	314	16.90	22.90	7.30	39.50	20.70
7	293	19.50	18.40	11.30	39.80	22.90
8	267	24.00	14.20	7.10	32.70	16.90

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

Support Services Available to Students:
Academic:

- Support from the Literacy Coach
- Tier 2 and Tier 3 Academic Interventions including differentiated instruction, additional practice and intensive Reading classes
- Extended Learning Opportunity Classes in Reading, Writing and Math
- Learning Accommodations through 504 Accommodation Plans for students who meet criteria.
- Support Facilitation in core subject areas for ESE Students
- Specialized Varying Exceptionality classes teaching modified academic courses based on Access Points to the Florida standards for qualified ESE students
- Speech and Language Therapy for qualified students
- Itinerant support in the way of Physical Therapy, Occupational Therapy and services rendered to the visually impaired for qualified students.
- Specialized instructional approaches for ESE students in core content classes in 6th grade.

- Additional tutoring through the Firewall Program
- Course recovery offered through guidance for students who qualify.
- Guidance also offers test-taking strategies, study skills, support in using a planner, getting organized and raising a student's GPA.

Behavioral:

- Tier 2 and Tier 3 Behavioral Interventions including differentiated instruction, the direct teaching of socialization skills, and additional supervision during transitions (i.e. The Restricted List), as well as supervision planning.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th, 5th	8/21/2017 - 6/4/2018	11:00 AM - 3:00 PM

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	3.0
Governance and Leadership	3.33
Teaching and Assessing for Learning	2.83

Resources and Support Systems	3.29
Using Results for Continuous Improvement	3.0

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

To increase the overall rating on the 5 Accreditation standards, Bair Middle School will:
- implement ongoing, weekly PLCs
- utlize systematic planning, implementation, and review of curriculum, instruction, and assessment
- educate and support staff on acquiring and utilizing formative assessment data to plan instruction aligned to standards

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
17-18-Self-Assessment.pdf		9/26/2017

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
SAC-by-laws-2018.pdf	November	SAC ByLaws	11/3/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAC-by-laws-2018.pdf	November	SAC ByLaws	11/3/2017
SAC-Minutes-Oct-17th.docx	October	SAC ByLaws	10/24/2017
OctSACAgenda.docx	October	A+ Funds	10/24/2017
SAF-SAC-SIGN-IN-8-29-17.pdf	August	None	9/16/2017
Bair_SAC_Minutes_05162017.pdf	August	None	9/16/2017
SAC_Meeting_Dates_Bair_1718.pdf	August	None	9/16/2017
SAC_Agenda_082917.docx	August	None	9/16/2017

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
4	464	43 of 73	1	131	261

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

Professional Learning Communities meet twice a week and unwrap standards. Student work is reviewed during PLC sessions to determine if work is aligned.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Literacy infusion is part of our School-Wide focus and discussion during professional learning community. Each content area teacher is responsible for introducing informational as
supplemental material. During PLC's, the instructional shifts, namely informational text is discussed. Teachers present best practicess that will ensure that informational text is infused in their instruction. This includes various Learnaing management systems, text and genres of material. Student work is part of the discussion as well.

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?

The following areas will be the focus

ELA, Math, lowest 25% in ELA/Math, Science

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?

The BEST Practice that Bair will scale-up to improve teaching and learning in order to increase performance within the SES Band is implementing systematic and consistent PLCs in each core content area. These PLCs are based upon data driven instructional cycles with a focus on adjusting instructional strategies to meet the emerging needs of our students. The PLCs have been planned with incorporation of the CARE cycle and are part of the school calendar.

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

PLCs have been scaled up through the use of a new formative assessment collection tool, NEWELA, CANVAS and the use of new PLC data analysis forms. The data collected is analyzed at the classroom level, teacher level, and grade level in each assessed content area. This year consistent data chats and instructional PLCs are taking place at the beginning of each cycle (unwrapping standards and instructional planning), mid

cycle (instructional plan adjustments), and at the end of each cycle (remediation/enrichment plans). Students in need of additional remediation beyond the traditional scheduled class time are targeted for Extended Learning Opportunities.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
1) Specialized instructional approaches such as priming, pre-teaching, teaching highlighting strategies and how to find context clues and UDL modifications in presentation, response mode, and engagement. Accommodations such as regulated extra time, modifying proximity and redirection back to task, reducing distractions and modeling. 2) Specialized instructional approaches such as priming, pre-teaching, picture support, the use of individualized augmentative communication, visual schedules, performance task development, TEACCH strategies, PBASS strategies and UDL modifications in presentation, response mode, and engagement. Accommodations such as regulated extra time, modifying proximity and redirection back to task, reducing distractions and modeling.	Karen Birke/TBA	6/8/2018	Professional Development Training on Cultural Diversity, Canvas Resources, Suicide Prevention and Awareness, Marzano Super 7 and Learning Map, USA Test Prep, Naviance, Achieve 3000, Reading PLUS, and Fair Testing.	$0.00
Level Up Pull-Outs and Push-Ins, CPALMS, BEEP CARE Packages, USA Test Prep Resources, Florida Virtual, Spiral Natural Science Curriculum, Science Immersion Days, Science Lab Activities, learnzillion.com, kahoot.com, student wikis, mentoring programs, and after school tutoring.	Patricia Genhold/Dawn Hilburn	5/31/2018	Professional Development Training on Cultural Diversity, Suicide Prevention and Awareness, Marzano Super 7 and Learning Map, USA Test Prep, and Naviance.	$0.00

Strategies	Persons responsible	Deadline	Professional Development	Budget
Level Up Pull-Outs and Push-Ins, CPALMS, BEEP CARE Packages, USA Test Prep Resources, ixl.com, learnzillion.com, mathnation.com, kahoot.com, khanacademy.com, student wikis, mentoring programs, and after school tutoring.	Patricia Genhold/Elvine Sincere	5/31/2018	Professional Development Training on Cultural Diversity, Suicide Prevention and Awareness, Marzano Super 7 and Learning Map, USA Test Prep, and Achieve 3000.	$0.00
Level Up (Pull-Outs and Push-Ins), Canvas Resources, SharePoint CARE Packages, USA Test Prep Resources, iCivics.org, FloridaStudents.org, Escambia EOC Prep Website, Civics360.org, Florida Law Related Education Association, Floridacitizen.org, Flocabulary.com, Naviance, Florida Virtual, Escambia, ixl.com, learnzillion.com, kahoot.com, student wikis, and after school tutoring.	Richard Campuzano/Courtney Kambobe	5/31/2018	Professional Development Training on Cultural Diversity, Suicide Prevention and Awareness, Marzano Super 7 and Learning Map, USA Test Prep, Naviance, Canvas, IBTP Test Bank Resources, CPALMS.org, Sharing Best Practices	$0.00

Strategies	Persons responsible	Deadline	Professional Development	Budget
Level Up Pull-Outs and Push-Ins, CPALMS, BEEP CARE Packages, USA Test Prep Resources, Florida Virtual, Escambia, ixl.com, learnzillion.com, kahoot.com, student wikis, and after school tutoring.	Karen Birke/Ernie Charles/Rachel Jean	5/31/2018	Professional Development Training on Cultural Diversity, Suicide Prevention and Awareness, Marzano Super 7 and Learning Map, USA Test Prep, Naviance, Achieve 3000, Reading PLUS, and Fair Testing.	$0.00
Sharing best practices within the department meetings	All Administration and Instructional Staff	5/31/2018	Trainings on Cultural Diversity, Suicide Awareness, Marzano Super 7 and Learning Map, USA Test Prep, Achieve 3000, Reading PLUS, Naviance, and Fair Testing.	$1,000.00

Strategies	Persons responsible	Deadline	Professional Development	Budget
Teacher and RtI Team collaboration on Teacher Strategies	Karen Birke/TBA	5/31/2018	Trainings on Cultural Diversity, Suicide Awareness, Marzano Super 7 and Learning Map, USA Test Prep, Achieve 3000, Reading PLUS, Naviance, and Fair Testing.	$0.00
Quarterly Family Nights, Parent Conferences twice a week, and Innovation Zone Meetings	Patricia Genhold/Dian Emrith	5/31/2018	District Title I Trainings	$5,000.00
Level Up Pull-Outs and Push-Ins, CPALMS, Canvas Resources, BEEP CARE Packages, USA Test Prep Resources, iCivics.org, Florida Virtual, Escambia, Floridacitizen.org, Science Lab Activities, ixl.com, learnzillion.com, mathnation.com, kahoot.com, khanacademy.com, student wikis, mentoring programs, and after school tutoring.	All Administration and Department Chairpersons Staff	1/19/2018	Professional Development Training on Cultural Diversity, Canvas Resources, Suicide Prevention and Awareness, Marzano Super 7 and Learning Map, USA Test Prep, Naviance, Achieve 3000, Reading PLUS, and Fair Testing.	$2,000.00

School Improvement Plan (SIP)

School Name Coral Springs MS (2561)

School Year 2017 - 2018

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
CSMS Subject Area PLC	Tuesday Friday	1st2nd3rd4th5th	9/5/2017 - 5/15/2018	8:35 AM - 9:05 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 (Last updated: 8/29/2017)

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	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
Grade	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
6	378	6.60	19.80	6.10	27.90	16.40
7	367	9.80	18.30	6.80	28.80	15.30
8	435	8.70	21.80	9.00	29.30	16.10

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

Each quarter all teachers, support staff, guidance counselors and administrators meet at grade level PASS (Providing Academic & Social Support) meetings. Students are identified by FSA level, current grades, over-age, retention, and other categories as students in need of support. Students are placed on RTI Tier 1 by teachers, and discussed at RTI meetings by RTI team to determine interventions and if needed academic testing.
Guidance counselors monitor students academics weekly, and discuss with teachers as necessary.
During the PASS meetings, the team decides on a plan of action for each identified student in need of support.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	2nd, 4th	9/11/2017 - 6/7/2018	10:35 AM - 12:00 PM

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	3.33
Governance and Leadership	3.67
Teaching and Assessing for Learning	3.67
Resources and Support Systems	3.29
Using Results for Continuous Improvement	3.4

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

Coral Springs Middle is part of the 6th largest school district and is led by an accredited School Board, who seek to ensure that all stakeholders collaborate to ensure high quality instruction, continuous improvement and effective communication. Coral Springs Middle is implementing all county mandates, and adhering to the Broward County Strategic Plan. We are in need of improvement in the area of increasing the variety of stakeholders. In order to increase and vary the stakeholders participation, we will actively solicit and recruit through ongoing communication.

Coral Springs Middle continues to be strong in the areas of utilizing collaboration from all stakeholders to make decisions to positively impact student achievement, analyzing and communicating data trends to teachers and students, and using a plethora of informational sources to communicate that information. In order to maintain success in this area, we are continuing with our current communication and decision-making plan. Targeted areas for improvement shall be to increase the number of parents and community members involved in the school decision-making process. This will be accomplished through additional modes of communication such as, Remind, Google Groups, Twitter, Canvas, Pinnacle, Newsletters, Parent Link, School website and email.

Coral Springs Middle has established Professional Learning Communities. Teachers are undergoing training on the newest developments and research regarding PLCs and their effectiveness as it pertains to Common Formative Assessments. We are working to improve in the areas of common grading across grade level courses, and staying up to date on current research on the unique learning of our special populations.

Coral Springs Middle continues to demonstrate excellence in maintaining a safe and healthy environment for all students to learn and succeed. We provide numerous counseling opportunities for students and their families.

However, we lack funding to fulfill positions necessary to achieve the school's purpose.

Our school is strong in the ability to adjust the level of sophistication of stakeholder groups. Additionally, we are consistently collecting, analyzing, and applying learning from a range of sources of data.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
2017-2018-Coral-Springs-Middle-School-Self-Assessment.pdf		10/31/2017

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
Committee-Membership.pdf	November	None	11/3/2017
SAC-ByLaws.pdf	November	SAC ByLaws	11/3/2017
SAF-Sign-in-2017-10-25.pdf	October	None	10/31/2017
SAF-Sign-in-2017-9-27.pdf	October	None	10/31/2017
SAF-Sign-in-2017-9-6.pdf	October	None	10/31/2017
School-Advisory-Council-Meeting-2017-10-25.pdf	October	Monitored	10/31/2017

File Name	Meeting Month	Document Type	Uploaded Date
School-Advisory-Council-Meeting-2017-9-27.pdf	October	Monitored	10/31/2017
School-Advisory-Council-Meeting-2017-9-6.pdf	October	Monitored	10/31/2017
CSMS-SAC-Meeting-Dates-2017-2018.docx	October	None	10/31/2017

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
6	523	31 of 63	6	100	200

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

Department Heads and Professional Learning Community Facilitator's work alongside teachers to ensure lessons are structured to teach and remediate grade level standards for each course. At the beginning of the year, teachers are equipped with the grade level standards as well as curriculum maps/pathways to guide their instruction. PLC groups focus on lesson study through collaborative inquiry in order to design and modify existing lessons focused on the grade level standards. Teachers are then provided a Common Formative Assessment, where students are assessed on standards with

questioning that mimics their annual assessments (FSA, EOC). This data is reviewed within each PLC as well as with grade level administrator's to ensure the standards are taught, assessed and remediated upon when necessary. Each course PLC must document this evidence CARE (Curriculum Assessment Remediation/Rti Enrichment) Instructional cycles.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Department Heads and Professional Learning Community Facilitators collaborate within courses to ensure a variety of informational text is shared with students in a variety of formats such as videos, speeches, magazines, songs, etc. Science, Social Studies, and ELA teachers ensure their students are able to integrate information presented in different formats.

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?

The areas of focus for improving student achievement data are the Lowest 25% in both Math and ELA. In 2016 when learning gains were first reported as a component for school grades, our team was concerned about reaching these students and acknowledge that these groups are essentially counted for twice, if not more, within our data. Therefore, we felt it best to build upon and refine our practices in relation to these groups. In-house initiatives were implemented in the 2016-17 school year which resulted in gains (ELA Lowest 25% in 2016 was 41, then 43; Math Lowest 25% in 2016 was 36, then 41). Therefore we will continue and scale-up these initiatives in order to see more growth and better serve this population.

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?

BEST Practice #1: Professional Learning Community (PLC) and Curriculum, Assessment, Remediation & Enrichment (CARE) will be scaled-up to improve teaching and learning at Coral Springs Middle.

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

In the past at Coral Springs Middle, teachers collaborated within their PLCs with a primary focus on creating and generating common formative assessments based on the standards-based instruction taking place within their classrooms. However, there was often little consistency across grade levels as to which standards were the focus of a CFA, how lengthy was the CFA, and questioning often mirrored old FCAT questions, rather than today's variety of question types. Therefore this year, ELA teachers are being provided with Common Formative Assessments and their collaborative efforts within PLC is to fine-tune and tweak instruction and materials in which to use in the modeling and teaching of the standards. The CFAs will each focus on one reporting category- such as Key Ideas & Details, Craft & Structure, Integration of Knowledge and Ideas, and Writing. Questioning on these CFAs truly mirror the various question types students will encounter on the Florida Standards Assessment. Best Practice

#1 will be scaled up through new assessment measures, collaborative lesson inquiry which occur through professional learning communities and through following the instructional cycle of CARE.

Please complete this section based on 2017-2018 end-of-year results.
Instructional Implications: Discuss the success of specific strategies/activities and provide a rationale as to why those academic improvements occurred as a result of those strategies.

CSMS implements a number of initiatives to improve performance with our Lowest 25% population. The initiative we feel has had the most impact was our PASS (Providing Academic and Social Support) collaborations, where teacher teams meet with both administration, guidance, and the Literacy Coach. In PASS meetings, each team of teachers who share the same students discuss the needs, observations, and strategies that are or are not working with our lowest, most fragile learners. It is through these PASS meetings, that all stakeholders are able to discuss and plan interventions in order to better help these students, both social and academically. These collaborations happen monthly and allowed for teachers to strategize on ways to impact the students of focus at each meeting. The 17-18 end-of-year results indicated growth with the Lowest 25% populations and we attribute this success primarily to PASS collaborations.

School Improvement Plan (SIP)

School Name   Driftwood MS (0861)

School Year   2017 - 2018

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
0861 Magnet 6/7/8	Monday Tuesday	1st2nd3rd4th5th	8/28/2017 - 5/29/2018	8:40 AM - 9:15 AM	6, 7, 8
0861 Rdg6/7/8	Monday Tuesday	1st2nd3rd4th5th	8/28/2017 - 5/29/2018	8:40 AM - 9:15 AM	6, 7, 8
0861 Math6/7/8	Monday Tuesday	1st2nd3rd4th5th	8/28/2017 - 5/29/2018	8:40 AM - 9:15 AM	6, 7, 8
0861 Sci6/7/8	Monday Tuesday	1st2nd3rd4th5th	8/28/2017 - 5/29/2018	8:40 AM - 9:15 AM	6, 7, 8
0861 SS6/7/8	Monday Tuesday	1st2nd3rd4th5th	8/28/2017 - 5/29/2018	8:40 AM - 9:15 AM	6, 7, 8
0861 LA6/7/8	Monday Tuesday	1st2nd3rd4th5th	8/28/2017 - 5/29/2018	8:40 AM - 9:15 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 (Last updated: 8/29/2017)						
Grade	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
6	434	10.10	17.50	3.50	36.60	13.10
7	479	14.60	26.70	5.20	37.20	20.30
8	496	16.30	17.30	3.60	31.50	13.90

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

Teachers will...

- Provide equal access to Class-wide Tier 1 strategies.
- Not need to enter documentation in BASIS.
- Not need to progress monitor.
- Analyze class-wide performance through data

Frequency:continuous
Persons involved: Classroom Teacher, Student

Supplemental Strategies:

- Start Problem Identification.
- Collect baseline data on Academic Assessment Form.

- Graph data on Academic Assessment Form.
- Document supplemental strategies in BASIS.
- Determine strategy next step.
- Refer to CPS Team, if outcome is poor or questionable.

Frequency: Every pre-determined assessment (per department) until student reaches benchmark or functional independence Persons involved: Classroom Teacher, Team Teachers, Student, Guidance Counselor

Collaborative Problem Solving Team Referral

- Supplemental Strategies are not showing a positive outcome.
- Student is not near the expectation or peer aim line.
- Graph trend line is questionable or poor.
- Performance discrepancy is not closing or closing slowly
- Refer student to CPS Team for more support.

Frequency: As needed based on sufficient student documentation
Persons Involved: Team Teachers, Parent/Guardian, Guidance Counselor, Instructional Coach, Administrator, Student, Support Staff

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	10/5/2017 - 5/31/2018	9:30 AM - 11:30 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	3.5
Governance and Leadership	3.1
Teaching and Assessing for Learning	3.2
Resources and Support Systems	3.5
Using Results for Continuous Improvement	3.4

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

need to improve on:

- using data to adjust instruction
- engaging students in ensuring achievement of learning expectations
- implement instructional process to support student learning
- sharing data with stakeholders

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

File Name	Meeting Month	Document Type	Uploaded Date
nov-2-mins.pdf	November	Monitored	11/3/2017
meeting-sign-in-sheets-septOctNov.pdf	November	None	11/3/2017
sac-bylaws.xps	November	None	11/3/2017
DIAGNOSTIC.pdf	November	None	11/2/2017
SAC-demographics.docx	November	None	11/2/2017
meeting-dates.docx	November	None	11/2/2017
oct-5-mins.pdf	October	Monitored	10/18/2017
sept-26-mins.pdf	October	SAC ByLaws	10/4/2017

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	507	18 of 82	-507	62	124

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

teacher lesson plans, classroom observations

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

access to computer labs, computer carts, media center

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?

Math, Science, Civics, ELA
Need to improve student achievement

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?

Teaching and Assessing
Resources and Support Systems
Using Results for Continuous Improvement

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

Teachers will use:

- PLC time to assess instructional methods and results
- BCPS resources to improve instruction
- data to modify instruction

Please complete this section based on 2017-2018 end-of-year results.
Instructional Implications: Discuss the success of specific strategies/activities and provide a rationale as to why those academic improvements occurred as a result of those strategies.

Improved use of time in PLC, still need to use data more effectively

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Family Nights	Department Chairs & K Davis (Title 1 coordinator)	6/6/2018	department meetings	
Biology Afterschool Review	M Reyes, Science Department Chair	6/6/2018	PLC	$2,000.00
Civics Afterschool Review	T Thomas, Social Studies Department Chair	6/6/2018	PLC	$3,000.00
Legacy Writes program	K Davis, Literacy Coach	6/6/2018	PLC, professional development	$5,000.00
Title 1 Agenda books	K Davis, Title 1 coordinator	6/6/2018	team meetings	$5,000.00

School Improvement Plan (SIP)

School Name   Forest Glen MS (3051)

School Year   2017 - 2018

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
ESE/Guidance	Monday Thursday	1st2nd3rd4th5th	8/28/2017 - 5/31/2018	8:35 AM - 9:05 AM	6, 7, 8
Diversivfied Arts	Monday Thursday	1st2nd3rd4th5th	8/28/2017 - 5/31/2018	8:35 AM - 9:05 AM	6, 7, 8
Reading	Monday Thursday	1st2nd3rd4th5th	8/28/2017 - 5/31/2018	8:35 AM - 9:05 AM	6, 7, 8
Mathematics	Monday Thursday	1st2nd3rd4th5th	8/28/2017 - 5/31/2018	8:35 AM - 9:05 AM	6, 7, 8
Language Arts	Monday Thursday	1st2nd3rd4th5th	8/28/2017 - 5/31/2018	8:35 AM - 9:05 AM	6, 7, 8
Science	Monday Thursday	1st2nd3rd4th5th	8/28/2017 - 5/31/2018	8:35 AM - 9:05 AM	6, 7, 8
Social Studies	Monday Thursday	1st2nd3rd4th5th	8/28/2017 - 5/31/2018	8:35 AM - 9:05 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 (Last updated: 8/29/2017)						
Grade	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
6	463	9.50	12.10	7.30	29.10	13.20
7	492	8.90	9.10	6.30	32.90	10.80
8	463	13.00	12.50	6.00	26.60	10.60

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

Our RtI committee consists of Administration, Literacy Coach, ESE Specialist, Guidance Counselors, School Psychologist, Support Facilitators and Classroom Teachers. Our meetings are held once a week where we review the referral and all data we have at the time of the meeting. We look at FSA Scores for the past few years, FAIR results, DAR and Fluency results, present grades and attendance. Teachers of the students bring their student data as well. Our school-level progress monitoring consists of data collected from classroom assessments as well as data collected from Tier 2 and Tier 3 interventions. It is usually collected on a weekly basis and shared when we revisit that student at the next assigned RtI meeting. Typically, we meet again on a specific individual in approximately 6 weeks, but will discuss sooner at our weekly meetings if needed. Currently, we are using our common assessments to inform instruction based on individual needs. Textbook aligned assessments, teacher created assessments, i-Ready data collection from the initial diagnostics in both math and reading as well as the monthly Standards Mastery assessments will be used to drive instruction.

In an ongoing process through PLCs, data chats, and team meetings staff alert the team if students are not progressing towards school and district goals.

In our school we use the three primary principles of UDL to reach the full range of learners that make up our student body. Providing multiple means of representation, providing multiple means of action and expression, and providing multiple means of engagement ensure that all classroom instruction meets the needs of each individual. This year, many teachers are using the "Station Rotation" model which affords each teacher the opportunity to use UDL.

The Literacy file guide can be located at www.bcps-literacyguide.com.
The FLDOE Reading Plan can be found at https://app1fldoe.org/Reading_Plan/Narrative/completeReport1718.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	8/30/2017 - 6/8/2018	8:35 AM - 12:00 PM

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	3.0
Governance and Leadership	3.17
Teaching and Assessing for Learning	3.0

Resources and Support Systems	3.29
Using Results for Continuous Improvement	2.8

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

The school is very strong in their commitment to shared values and beliefs about teaching and learning. This is communicated in all interactions between leaders, teachers, and staff. There is a strong commitment to instructional practices that include active student engagement and that refer back to the school's purpose for student success. Teachers, leaders, and staff continue to actively participate in PLC's to design challenging curriculum and analyze data. The school has plans to improve communicating the purpose and direction of the school to all stakeholders.
The school is strong in providing rigorous curriculum and holding students to high standards in all courses of study. The school plans to increase communication and input with stakeholders.
The school is strong in providing challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. Student collaboration is encouraged. The school is very strong at monitoring instructional practices and participating in professional learning communities. The teachers use common assessments and analyze the data. Plans are made to improve targeting individual students' needs.
Highly qualified leaders, teachers, and staff are appropriately placed in the school. There is an exceptional collection of media and information resources available. Continuous plans exist to continue building technology in the school.
Staff consistently collects formative and summative data on student progress. Staff analyzes data and makes curriculum adjustments. Plans are in place to train staff on the evaluation of data.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
17-18-Forest-Glen-Self-Assessment.pdf		11/2/2017

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
SAC-Meeting-Schedule-17_18.docx	November	None	11/2/2017
SAC-ByLaws-17_18.pdf	November	SAC ByLaws	11/2/2017
SAC-Minutes-September-17-18.docx	October	Monitored	10/20/2017
SAC-Sign-In-September-17_18.pdf	September	Monitored	10/18/2017
SAC-Agenda-September-17-18.docx	September	Monitored	10/18/2017

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
5	510	27 of 65	3	63	126

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

The school ensures that classroom instruction is aligned to grade-level Florida Standards through our Department PLC's. Department Chairs meet once a month to conduct classroom walkthroughs and share instructional practices among the departments. In PLC's, members discuss their Instructional Focus Calendars, examine data, and plan lessons collaboratively. They also create common assessments based on the Florida Standards to administer and compare data. Evidence includes lesson plans, data, IFC's, and common assessments.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

The school puts a high priority on technology in the classroom. In addition to access to SmartBoard technology in every classroom, 66 out of 71 classrooms have laptop carts with at least 22 computers in each cart. This technology gives access to informational text for each content area in a variety of media.

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?

The percentage of reading students scoring proficient or higher in the area of key ideas and details will increase from 51% to 56% by the end of May 2018 as measured by FSA.
The percentage of math students scoring proficient or higher will increase from 62% to 64% by the end of June 2018, as measured by the math FSA, Algebra EOC, and Geometry EOC exams.
The percentage of students scoring proficient or higher in writing will increase from 30% to 40% by the end of April 2017, as measured by quarterly writing prompts and the FSA writing test.
The percentage of Civics students scoring proficient or higher will increase from 67% to 72% as measured by the Civics EOC.
The percentage of students scoring proficient or higher in science will increase from 39% to 42% by the end of May 2018, as measured by Science FSA exam.

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?

Data will be measured and interpreted at weekly Department Professional Learning Communities. Teachers within the Learning Community will make curriculum decisions based on the data from common assessments. Best practices will be shared at the PLC's and implemented with fidelity.

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

All students will use i-ready between 2-4 times per week. This program uses a diagnostic test to put students on an individual learning path in both ELA and math.
Teachers will team teach and switch classes periodically. This will improve academic success as teachers teach

their strongest benchmarks to more students.

In reading classes, students are homogeneously grouped. There is varied curriculum within leveled classes. Vocabulary.com is used across the school to improve vocabulary. Teachers practice reading strategies across the curriculum such as text features, text structure, close reading, predictions, underlining, margin notes, and visualizing.

In math classes, teachers spent time over the summer looking at the pacing guides and reworked them to focus on standards that have traditionally given students the most trouble. Math teachers regularly use USA Test Prep to monitor achievement of the Benchmarks. Teachers give extra tutoring for Algebra and Geometry EOC's both before and after school. Teachers also use Algebra Nation as a supplement to the textbook.

In Language Arts classes, students complete a monthly writing prompt which alternate between argumentative and informative. Teachers focus on a different writing standard each month.

In science classes, students complete multiple hands-on activities and labs to reinforce the standards. Gizmos , videos, and interactive learning games are also used. Daily warm ups in 7th and 8th grade reteach the 6th and 7th grade standards on the 8th grade FCAT.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
In science classes, students complete multiple hands-on activities and labs to reinforce the standards. Gizmos , videos, and interactive learning games are also used. Daily warm ups in 7th and 8th grade reteach the 6th and 7th grade standards on the 8th grade FCAT.	Comiskey	5/1/2018		
Teachers will team teach and switch classes periodically. This will improve academic success as teachers teach their strongest benchmarks to more students	Weller	5/1/2018		
All students will use i-ready between 2-4 times per week. This program uses a diagnostic test to put students on an individual learning path in both ELA and math.	Anderson	5/1/2018	i-ready	
All students will use i-ready between 2-4 times per week. This program uses a diagnostic test to put students on an individual learning path in both ELA and math.	Sheingold, W. Greenberg, Jakin	5/1/2018	i-ready	

School Improvement Plan (SIP)

School Name Lyons Creek MS (3101)

School Year 2017 - 2018

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
Professional Learning Community (PLCs)	Tuesday Thursday	1st2nd3rd4th5th	8/30/2017 - 5/30/2018	8:35 AM - 9:25 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 (Last updated: 8/29/2017)

Grade	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
Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	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
6	636	6.40	10.40	4.10	22.80	7.30
7	714	7.60	16.50	7.40	25.10	13.00
8	652	9.80	15.80	3.80	20.60	9.70

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

Lyons Creek Middle School has developed different indicators able to identify students who are struggling academically. Once a student has been identified by a teacher, guidance counselor and/or administrator has someone who is struggling academically the student is placed on a program that tailors to their needs and will increase their chances of being academically successful.

First, the student is identified by the classroom teacher. Teacher then begins documenting in BASIS the strategies that have been implemented in the classroom. Once these strategies have been implemented and the student has not made any improvement then the classroom teacher informs the student's guidance counselor. The guidance counselor, administrator and the RTI team begins the RTI process of developing strategies that will enhance the student's chances of being successful in the classroom.

Furthermore, Lyons Creek Middle School will also implement a Help Academy Program where students who are struggling academically in math and reading will be invited to attend to participate in remediation courses to enhance their skills on the standards and prepare them for being successful on the Florida Standard Assessment (FSA).

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st	8/31/2017 - 5/25/2018	2:10 PM - 3:10 PM

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	4
Governance and Leadership	4
Teaching and Assessing for Learning	3
Resources and Support Systems	4
Using Results for Continuous Improvement	3.5

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

1. ESOL: To implement training on ESOL process.

2. Professional Learning Community (PLC): To engage teachers to designate best practices among subject areas and to implement instructional strategies to increase academic success.

3. USA TEST Prep is a resource used to determine students proficiency in reading and math.

4. IXL is an additional resource to engage students in remediation and enrichment process.

5. Response to Intervention (RTI): Teachers learned that Response to Intervention (RTI) is a multi-tier approach to support students with possible learning and behavior needs.

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
LCMS-School-Advisory-Forum-20171010-(1).pdf	November	Monitored	11/3/2017
SAC_SAF_DATES_2017.pdf	November	Monitored	11/2/2017
SAC-ByLaws-Annual-Ratification.html	October	SAC ByLaws	10/23/2017
SAC-Agenda-Minutes-Sign-in-September.pdf	October	Monitored	10/23/2017

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

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
6	585	15 of 63	-585	69	138

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

Lyons Creek Middle School ensure classroom instruction is aligned to grade-level Florida Standards by providing teachers with learning goals and performance scales. Tracking students' progress using USA Test prep is essential in making sure instructional strategies are being fully accomplished in every classroom with fidelity. Teachers are provided with support through Professional Learning Community (PLCs) to share best practices in order of remediating students who are not proficient and enriching students who have shown proficiency in order to make sure students are career and college ready.

Instructional leaders collect evidence through classroom walkthrough, USA Test prep and formative observation to ensure that all teachers are aligning their curriculum with the scope and sequence and using their instruction to drive students learning gains.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Lyons Creek Middle School provide instructors with access to different informational text for each content area in a variety of mediums by purchasing different programs base on student need. For students who are Level 1s and 2s, these students are placed in our intensive reading class. Instructors use rigorous curriculum with a multimedia approach to drive their instruction and to move students through the CARE cycle to increase learning gains. Students have the opportunity to not only gain information text from the book resources, but also online mediums such as USA Test prep and Newsela.

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?

As evidenced in our 2016-2017 FSA score data, our main academic area of focus for the 2017-2018 school year for improving student achievement is English Language Arts. Our data showed that Lyons Creek Middle School ranked 10th place in percentage of level 3 or above compared to other middle schools. We will focus on the rigor of the Standards and the student evidence that aligns to each performance scale level of these standards. Sharing best practices with schools who have a higher ranking FSA score will enable our school to close the gap and provide our teachers with the best resources and strategies in our to increase learning gains.

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?

Our weekly professional Learning Community will focus on working on our performance scale aligned with English Language Arts instruction that features concrete, hands-on activities that can be completed efficiently at the start of a unit, lesson, or topic. In order to increase engagement in learning, support a well-paced lesson, generate connections to prior knowledge provide students with opportunities to practice skills and deepen understandings and support formative assessment. Instructors will make adjustment using the CARE cycle in order to remediate and enriched students.

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

Phase I: Defining the Need For Change
a. Identify the problem—a practice or set of practices that is impeding the provision of high-quality teaching—analyze the root causes, and reformulate the problem as a challenge.
b. Identify and agree on the desired change, its purpose, the anticipated results, and the potential obstacles. (Why are we doing this? How will the services benefit from doing it? What may make it hard to achieve?)

Phase II: Planning for Demonstration and Scale-Up
a. Select a dedicated point person.
b. With the point person, identify and analyze relevant effective practices from other settings.
c. Choose and adapt an effective practice that is appropriate for the educational context and the needed change.
d. With the point person make a plan to implement and monitor the demonstration of the desired change with various classrooms.
e. Building on the implementation plan, make strategic choices for scaling up a successful change effort.

Phase III: Supporting the Demonstration
a. Help to create and maintain an environment that will encourage change by supporting the point person and other staff throughout the change process in the chosen classrooms.
b. Use the change plan and indicators to continually assess, monitor, and modify the change effort.

Phase IV: Going to Scale with Successful Change Efforts
a. Evaluate, consolidate, and disseminate lessons learned from the demonstration, and decide whether or not to scale up the new practice or set of practices.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
Computer Carts	Horace Hamm	5/25/2018		$15,000.00
IXL	Horace Hamm	5/31/2018		
USA Test Prep	Department Heads	4/27/2018		
Help Academy	Shena Wright	4/26/2018		$4,000.00

School Improvement Plan (SIP)

School Name   Margate MS (0581)

School Year   2017 - 2018

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
Literacy: ELA Reading/Writing	Tuesday	1st2nd3rd4th5th	1/9/2018 - 6/4/2018	8:25 AM - 9:05 AM	6, 7, 8
S.T.E.M. PLC	Tuesday	1st2nd3rd4th5th	1/9/2018 - 6/6/2018	8:25 AM - 9:05 AM	6, 7, 8
PLC Marzano Design Question & Elements	Tuesday	1st2nd3rd4th5th	8/29/2017 - 12/5/2017	8:25 AM - 9:05 AM	6, 7, 8
PLC Positive Behavior Intervention Support (PBIS)	Tuesday	1st2nd3rd5th	8/29/2017 - 12/5/2017	8:25 AM - 9:05 PM	6, 7, 8
Department CARE PLC	Monday	1st2nd3rd4th5th	8/29/2017 - 6/4/2018	8:25 AM - 9:05 AM	6, 7, 8
Technology Infused Instruction	Tuesday	1st2nd3rd4th5th	8/29/2017 - 6/6/2018	8:25 AM - 9:05 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 (Last updated: 8/29/2017)						
Grade	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
6	452	6.20	25.20	6.60	43.70	19.50
7	428	11.00	18.70	8.40	44.00	18.20
8	451	9.10	22.00	11.10	39.00	20.00

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

At Margate Middle we have programs and courses that meet the needs of all learners. We offer intensive enrichment in reading to bridge
the academic gap each day by scheduling a 90 minutes reading block. For students who are meeting expectation we offer enrichment to
push them beyond expectations. Margate Middle is a STEM school. In this program we offer students real world experience getting them
ready for the 21st century and college and career ready.

 At Margate Middle we implement variety of opportunities for students to meet the challenges as they continue to strive for academic
proficiency in all academic areas.To help bridge the learning gap we offer Extended Learning Opportunities (ELO) which includes before
school tutoring at the Morning Computer Labs, after school tutoring grouped with teachers by specific subject areas, as well as Saturday
cademic camps offered to all students . In addition, during the academic school day students are pull out during

their electives to get further
assistance in the areas identified as not on track to meet profieciency.

ELA- Reading and Language Arts teachers use computer based programs such as NewsELA, Achieve 3000, USA TestPrep, iXL,
MobyMax and Vocabulary.com to help students stay on track with reading success.

Science- Science teachers utilize Gizmos to supplement and enhance instruction through interactive simulations of science concepts in small
or whole group.Stu dents manipulate key variables, generate and test their own hypotheses. Students are able to work at their own pace to
achieve mastery of a science concept taught in class.

Civics- iCivics is used to supports individual, small group, and whole-class learning through readings, activities, discussions and games.
iCivics is an effective tool used for increasing student knowledge in civics.

Math- IReady, BuzzMath, TenMarks, and Khan Academy: Focuses on learning and practicing math skills allowing students to achieve mastery
through immediate feedback. Teachers are able to monitor student progress from generated reports. Students are remediated and enrichments
are provided in order to meet the needs of all learners in and outside the traditional classroom.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	10/10/2017 - 5/22/2018	2:15 PM - 3:30 PM

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	2.67
Governance and Leadership	2.83
Teaching and Assessing for Learning	2.92
Resources and Support Systems	2.86
Using Results for Continuous Improvement	2.8

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

In the upcoming school year, Margate Middle School will conduct the following activities to increase involvement from all stakeholders.

Margate Middle School is proud to be a part of the 6th largest school district and is led by an accredited School Board, who seeks to ensure that all stakeholders collaborate to ensure high quality instruction, continuous improvement and effective communication. Margate Middle School is implementing all county mandates, and adhering to the Broward County Plan. We are in need of improvement in the area of increasing the variety of stakeholders. In order to increase and vary the stakeholder's participation, we will actively solicit and recruit through ongoing communication. We have implemented a plethora of functions to garner parent and student participation, which includes Curriculum Carnival and Open House for all grades 6 through 8. These activities allows the parents to have an ideal look into what their kids are learning and even extends a take away for the parents to infuse at home.

Margate Middles School continues to be strong in the area of utilizing collaboration from all stakeholders to make decisions to positively impact student achievement, analyzing and communicating data trends to teachers and students, and using a surplus of informational sources to communicate that information. In order to maintain success in this area, we are continuing with our current communication and decision-making process. Targeted areas for improvement shall be increase the number of parents and community members involved in the school decision-making process. This will be accomplished through additional modes of communication such as: Remind 101, Google Groups, Twitter, Canvas, Pinnacle, Schoology, Outlook, Newsletter, Parent Link, School website, email, athletic activities and school clubs and organizations.

Margate Middle School has established Professional Learning Communities. Teachers are undergoing training on the newest developments and research regarding PLCs and their effectiveness as it pertains to Common Formative Assessments. We are working to improve in the areas of common grading across grade level courses, and staying up to date on current research on the unique learning of our special populations.

Margate Middle takes pride in being a diverse population, so we offer the students to participate in Hispanic

Heritage Month Decoration Door Competition and to share an item during Multi-Cultural Month. Through the MMS morning show, the students are also exposed to the Hispanics who are trailblazers in the community and sharing their accomplishments. To also show our support for the American Heart Association, we participate in the "Hoops for Heart." This allows the students to be supportive and also get fit while walking the track.

This year Margate Middle School provided assistance and aid for hurricane victims by collecting water bottles to send to Puerto Rico. Our school Spanish teacher spearhead this community and school-wide effort.

Margate Middle School continues to demonstrate excellence in the classroom environment by offering the students various ways to get free tutoring in order to be successful and to be life long learners. They are able to participate in Mentoring Tomorrow's Leaders, Youth Force, IHealth, School is Cool, and LINKS in order to have that one on one individualized instruction and also to have an active participant as a mentor.

Margate Middle School provides an abundance of trainings to help drive teacher instruction and to ensure that the students are actively engaged using technology. The programs/trainings area for the following programs: Gizmo, iXL, Nearpod, NEWSela, and PENDA. MMS goes above and beyond to ensure that we motivate our teachers and boost morale by allowing teachers to participate in the Sunshine Committee.

To increase our overall rating, we will hold monthly Curriculum Council meetings to focus on and develop a plan of action for continuous improvement. The Curriculum Council will review data and utilize our areas of weakness as the focus of professional learning community (PLC). Using the data for the areas of weakness PLCs will meet weekly to share BEST practices to improving instructional practices in order to increase learning and student achievement. We also provide leadership opportunities for teacher leaders to fulfill the roles of the administrators in time of need in order to build capacity.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
SAC-Meeting-Minutes--October.docx		11/3/2017
MMS-RtI-Plan-2017.docx		11/3/2017
0581_10202016_SAC-ByLaws-2016-2017.pdf		11/1/2017
MMS-School-SAC-Calendar-2017.docx		11/1/2017
SAC-Meeting-May-Minutes.docx		11/1/2017
October-SAF-Sign-in.pdf		11/1/2017

File Name	Standards & Indicator	Upload Date
October-SAC-Sign-in.pdf		11/1/2017
October-3-2017-Agenda.docx		11/1/2017
Assist_MMS.pdf		11/1/2017

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
Committee-Membership-Margate.pdf	November	Developed	11/3/2017

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	463	30 of 82	2	84	168

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?

Margate Middle School will focus on improving student achievement from the 2016-2017 School Year to the 2017-2018 in the following areas;
Math [from ?? to ??] , Science [from ??-??], Reading/Language Arts [from ??-??]. In addition, Margate Middle will be focsing on raising parent involvement through Title I to improve student achievement.

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?

Teaching and Assessing
Resources and Support Systems
Using Results for Continous Improvement

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

Teachers will use PC time to assess their instruction methods and results.
Teachers will use BCPS resources to improve instructions.
Teachers will use data to better modify instructions.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
subject area PLC's	Lezondra Harris, Rod Daniel, Kari Murray,	5/28/2018	Team Meetings	
Curriculum night wit hands-on activities and instruction emphasizning each content area	Department Chairs, Lead TEachers, Administrators	5/28/2018	Team Meetings	
All students maintain agenda books to serve as a home/school communication tool and to aid them in developing personal accountability and responsibility for all classwork, activities/projects, and homework assignments.	L. Harris, assistant principal and Title I Liaison	5/28/2018	Team Meetings	
Implementation of Writing Wednesdays to emphasize writing across all grade levels	ELA Departmet Chairs	5/28/2018	Team meetings	
6th grade Math REsource Parent Night	Lezondra Harris, assistant Principal	5/28/2018	Department Meetings	
Provide various extended Learning Opportunites (before and afer school tutoring session, hands on curriculum,Reading, Math, and Science immersion days and enrichment Saturday Camps).	Lezondra Harris, Assistant Principal	5/28/2018		
Staff developmet PLC's (PBS, Marzano Super -7, Cognitive Rigor Matrix)	Lezondra Harris, Collette Williams, Elisabeth Joseph, Celeste McGill-Franklin, Nicktra Jones, Crystal F. Hall, Sameka Thompson	5/28/2018	Team Meetings	
Quarterly ote yearlong STEM projects that promotes reading across each content area, especially math and science	Rod Daniel, Serge Treger	5/28/2018	Grade level meetings	
Technology/STEM PLC's	Rod Daniel, Serge Treger	5/28/2018	Team meetings	
sicience resource night, scieince immersion	Rod Daniel and David Bass	5/31/2018	Team meetings	

School Improvement Plan (SIP)

School Name   McNicol MS (0481)

School Year   2017 - 2018

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
Curriculum Teams	Wednesday	1st2nd3rd4th	9/6/2017 - 5/30/2018	2:15 PM - 3:15 PM	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 (Last updated: 8/29/2017)

Grade	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

Grade	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
6	276	6.10	35.10	6.20	46.10	23.50
7	299	3.70	27.40	7.00	46.70	20.70
8	269	5.60	25.70	16.00	54.60	26.00

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

Identified students will receive one or more of the following interventions:

- Invited to Saturday Camp- extended learning opportunity
- scheduled for pull-out opportunity with instructional coach
- assigned staff member as mentor (mentor role includes one-on-one conferencing regarding academic progress)
- monitor student with daily progress report to be completed by each teacher and reviewed by both parent and counselor or administrator
- request parent conference
- Administrative data chat with students

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	8/17/2017 - 5/31/2018	2:25 PM - 3:25 PM

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	3.0
Governance and Leadership	3.67
Teaching and Assessing for Learning	3.17
Resources and Support Systems	3.29
Using Results for Continuous Improvement	3.0

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

McNicol Middle School will continue to improve upon Resources and Support Systems as well as Using Results for Continuous Improvement by scaling up resources and support for teaching improvement and enhancement.Through our data drive PLCs, Professional development and teachers will continue to refine their professional practice. In addition, will continue to look at ways to improve teaching so student success can thrive.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
17-18-SELF-ASSESSEMNT-(1).pdf		10/11/2017

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
10.26.17-SAC-SAF-PTA-Agenda-&-Mins.pdf	October	SAF ByLaws	11/6/2017
Committee-Membership-McNicol.pdf	November	Developed	11/1/2017
SAC-2017-2018.docx	October	None	10/6/2017
Sac-meeting-9.28.17.pdf	September	None	10/5/2017
SAc-meeting-8.17.17.pdf	August	None	10/5/2017
SAC-ByLaws-17-18.pdf	September	SAC ByLaws	10/5/2017

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
2	418	18 of 36	2	65	129

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

Every McNicol teacher is a part of a professional learning community which is grouped by content area. These teachers work through an authentic PLC Cycle. This cycle allows for teachers to focus on the curriculum, assessments, enrichment, and remediation. Teachers begin the cycle in their PLCs by first dissecting/unwrapping their focused/priority standard. This process allows for teachers to build benchmarks/targets within the standards that students must master before earning proficiency within the standard. From there, teachers work together to create common assessments which allow for them to track student progress within the data. Teachers bring this data to their plc and discuss how they will remediate/reteach students who are not meeting mastery and plan for the students who need enrichment. This process repeats itself through the year focusing on the standards by priority reflected from the item specifications released by the state.

Teachers also work together at least once per week during common planning time as they plan together based on real-time ongoing formative assessment data.

This process is monitored by the administrator of that department, district support, and our literacy coach. It is also mentioned through data chats, lesson plan reviews, and student work.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

McNicol teachers have embraced NEWSELA as part of our school-wide literacy plan. ALL content teachers spend at least 60 minutes per week utilizing informational texts across content areas to increase student reading skills and build capacity in effective instructional literacy skills within our teachers'.

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?

Believing in continuous improvement, all academic areas will be consistently reviewed and monitored in an effort to support continuous improvement. However, Mathematics, Science, and English Language Arts are content areas we will be focusing on for improving student achievement. These areas were selected based on our FSA and Science FCAT 2.0 results data.

By May of 2018 the following goals will be met:
ELA: Will move from
Proficiency: 34% to 44%
LG: 42% to 51%
Low 25%: 34% to 45%

MATH: Will move from
Proficiency: 40% to 45%
LG: 52% to 60%
Low 25%: 37% to 60%

SCIENCE: Will move from
Proficiency:33% to 42%

Civics:
Proficiency:73% to 77%

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?

The BEST practices that will be implemented to improve teaching and learning in order to increase performance in the SES band are as follows:

- Differentiated Instruction
- Effective scaffolding of literacy instructional strategies
- Data chats with teachers and students to analyze data and identify areas of improvement.
- Utilizing the RtI early warning signs to identify students

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

McNicol Literacy teachers will be engrossed beginning in July 2017 with district support with a strong focus on scaffolding standards and lessons through effective lesson planning and through authentic PLC's. Lesson modeling and intervisitations will occur on an ongoing basis throughout the year.

The math and science team will work with a strong focus on differentiated instruction. Both the i-Ready development team and district support with plan, model, and assist monitor this process within both departments.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Develop CFAs	Instructional Coaches, Department Chairs, School Administrators	8/9/2017		
Professional Development for all content areas	Department Chairs and Coaches	8/9/2017	content areas	

School Improvement Plan (SIP)

School Name   Millennium MS (4772)

School Year   2017 - 2018

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
Interdisciplinary (IPLC)	Thursday	2nd4th	8/24/2017 - 5/24/2018	8:30 AM - 9:30 AM	6, 7, 8, 9
Grade Level Content Areas	Tuesday	2nd4th	8/22/2017 - 5/22/2018	8:30 AM - 9:30 AM	6, 7, 8, 9

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 (Last updated: 8/29/2017)						
Grade	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
6	486	3.70	21.80	7.00	31.90	14.60
7	540	9.40	10.90	15.60	33.00	15.20
8	503	6.20	10.10	14.90	26.80	15.50

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

Students at Millennium 6-12 Collegiate Academy are monitored for academic achievement through our mini-assessments after each cluster area in Math, ELA, and Science. They are also given the FAIR daignostic test in Reading as well as the diagnostic fluency Math test in all grade levels. The diagnostic fluency shows mastery or non-mastery of the previous year's skills so the teacher can do reteaching of the skills that most students did not master through their daily five warm-up questions. Students who are identified throuhg the RTI process for math are also given the TOMA to help diagnose their weak areas.

Teachers are provided with Wednesday mini-workshop sessions that focus on increasing rigor, questioning in the classroom, student enegagement, and the use of various Marzano strategies to use during lessons. Many of the strategies they learn target vocabulary enhancement, test taking skills, reading and writing in all content areas, and monitoring for rigor for all students.

Student attend a quarterly Checkpoint data chat with all of their teachers and plot their progress on a Plan Do Study Act (PDSA) folder. They analyze their baseline data as well as growth throughout the quarter. They attend a conferencing session and set their own goals for the next assessment.

After-school tutoring is available two times weekly for all grade levels in the area of Math, and morning Math and ELA targeted tutoring sessions will begin second quarter every friday in the media center. These students will be from the bottom 25% in both Math and ELA based on last year's FSA scores and the diagnostic testing done at the beginning of the school year.

Science camps will start during the end of second quarter after school. Additionally, our CORE Saturday Camps will begin three months before FSA testing for all tested content areas. Students will receive reteaching of various skills through instructional packets and content certified teachers.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/5/2017 - 5/22/2018	2:30 PM - 4:00 PM
Tuesday	1st, 2nd, 3rd, 4th	9/5/2017 - 5/23/2017	2:30 PM - 2:30 PM
Tuesday	1st, 2nd, 3rd, 4th	8/29/2017 - 5/29/2018	2:30 PM - 3:30 PM

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	3.67
Governance and Leadership	4.0
Teaching and Assessing for Learning	3.92
Resources and Support Systems	3.3
Using Results for Continuous Improvement	4

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

Millennium 6-12 Collegiate Academy is working diligently to retain our highly qualified staff, especially since we have the addition of a collegiate academy on our campus. It is critical that we hire and retain secondary-certified staff in their content areas. Instructional Caoches have been changed this year in the areas of ELA and Mathematice, as well as a new Assistant Prinicpal.
Increased parent resource nights will be added to this year's calendar to engage community and parents in the instructional programs at our school. Our Partners in Excellence will also be invited to attend our monthly events and share resources with our stakeholders.
Mini-assessments are being used in each content area and results are placed on an in-house utilities database for review each quarter. Data chats are held with staff and students on a quarterly basis.
Math Cram Nights and after-school tutoring will take place throughout the year for reteach and enrichment. Our CORE Staurday program will begin a month earlier than last year to promote mpore attendance and sessions. Increase technology and resources are being utilized through the Distritc's Canvas program and the single-sign on for all students.
Our RTI committee will focus on the two areas of Tier 1-Tier 3 strategies, as well as using data-based problem solving.
Parent conferences are weekly for our High School students and they have their own BRACE Advisor and resoruce room. The high school and some students in grades 6-8 have access to the foregin language of Chinese through an exchange program, with a teacher from China.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
4772_1718ASSISTself.pdf		11/1/2017

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

File Name	Meeting Month	Document Type	Uploaded Date
4772_SAFsignin926.pdf	September	None	11/3/2017
4772_SACbylaws1718.html	September	SAC ByLaws	11/2/2017
4772_mmssafbylaws1718.docx	October	SAF ByLaws	11/2/2017
4772_Millennium_SAF-Agenda_092617.docx	September	None	11/1/2017
4772_SACdates1718.docx	September	Developed	11/1/2017
Committee-Membership-Millennium-6-12.pdf	October	None	11/1/2017
4772_SACmtgSept2017.pdf	September	Developed	10/10/2017

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
4	526	15 of 73	7	100	199

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

Each Department Chair analyzes the FSA and EOC school data from the previous years and discusses strategies that have worked and may nt have worked. After they meet in Grade Level PLC's they develop a minimum of three action steps. Every activity and lesson must be aligned to the assessed Florida Standards. This year we have increased the amount of mini-workshops for staff on Wednesdays that address the test specifications for all content areas as well as aligning lesson plans vertically between the grade levels.
Our after school and morning tutoring programs have increased to focus on our lowest 30th percentile students who need extra exposure to FSA like question stems. The use of probing questions has been an expectation in all content area classes as well as FSA learning stations weekly.
Data chats with all teachers and Administrators will begin second quarter on the progress or reteach programs for all students, nased on their performance with the FSA mini-assessments.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

A variety of mediums are used to ensure students have access to inofrmational text in each content area such as news articles, multimedia videos with narratives, and online reading programs. Students have access to speech and debate topics as well as journalism issues. Social Studies teachers infuse informational text analysis through their content area that also addresses the FSA standards. Our quarterly TIP (Team Interdisciplinary Projects) incorporate the use of informational text throughout the projects. Our media specialist orders informational text reading that aligns with our Accelerated Reader pogram.

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?

The ELA FSA data shows we are below by an averge of 5-7 points from our other middle school near our area. We were in the 51th percentile for those reading at proficient levels. Additionally, our lowest 30% dropped in learning gains from the previous year. This year, all teachers will be utilizing ELA strategies and vocabulary infusion in their classrooms. Millennium Collegiate 6-12 Academy has set up a one-drive folder with strategies and templates for all content area teachers to use that will increase reading comprehension. There will also be more rigor added to every ELA classroom and critical thinking skills. The use of Marzano elements in Design Questions 2, 3, and 4 will be the focus for observations.

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?

All Marzano elements in Design Questions 2, 3 and 4 will be a major focus for observations, feedback, and professional learning. The instructional strategies to increase rigor in all content areas will be modeled by instructional coaches and department chairs. The use of probing question stems will be utilized in all classes.

ELA strategies will be incorporated school-wide and infusion of the standards will be part of all PLC sessions. The reading Coach and Department Chair will model during mini-workshop sessions and develop more school-wide motivational programs to increase reading comprehension.

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

The BEST practices will be scaled up by continous feedback from the Leadership Team members during peer to peer observations and thr use of demonstration classrooms. They will be a "Learning Stations" demonstration area for teachers to bring their classes throguh for reteaching and enrichment.
Data Analysis protocols will be used during PLC sessions and school-side Data Chats.

Please complete this section based on 2017-2018 end-of-year results.
Instructional Implications: Discuss the success of specific strategies/activities and provide a rationale as to why those academic improvements occurred as a result of those strategies.

The Math proficiency increase occurred with the increase of our tutoring porgrams, learning stations, and the use of performance tasks throughout the year. We also offered a math support class during some of the teams' elective times.
Our Civics data increased by 18% due to the aligned Social Studies curriculum guide and sharing of best prctices amongst the Civics teachers.
This was the first year we had interdisciplinary PLCs. which assisted us to increase in our Science proficiency as well. Teachers were able to see how their content areas standards aligned with another content area, which helped make the connections for students.
We will continue to maintain our interdisciplinary PLC's to ensure we continue to improve.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Morning Math Club Tutoring, After-school tutoring, Learning Stations	Cindy Pluim, Math Coach, Syreeta Hamilton, Math Dept. Chair	6/2/2018	Learning Stations and Monitoring Mini-Workshops	
Small Push-in model, teacher directed centers, Motivational Reading Programs	Holly Bagwell, Reading Coach, Kristen Potter, ELA Dept. Chair	6/2/2018	Test Specifications Mini-Workshops, PLC sessions	
Increased lab activities, Graphic organizers for academic vocabulary	Sandy Leung, Science Dept. Chair	6/2/2018	Instructional Strategies for Academic Vocabulary	

School Improvement Plan (SIP)

School Name   Nova MS (1311)

School Year   2017 - 2018

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
Language Arts PLC	Wednesday Thursday	2nd4th	8/28/2017 - 6/7/2018	1:30 PM - 2:30 PM	6, 7, 8
Reading	Wednesday Thursday	2nd4th	8/28/2017 - 6/7/2018	11:30 AM - 12:30 PM	6, 7, 8
Math PLC	Wednesday Thursday	2nd4th	8/28/2017 - 6/7/2018	3:00 PM - 4:00 PM	6, 7, 8
Social Studies PLC	Wednesday Thursday	2nd4th	8/28/2017 - 6/7/2018	11:30 AM - 12:30 PM	6, 7, 8
Science PLC	Wednesday Thursday	2nd4th	8/28/2017 - 6/7/2018	10:00 AM - 11:00 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 (Last updated: 8/29/2017)						
Grade	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
6	430	4.90	15.80	10.20	23.90	12.60
7	417	6.20	17.70	10.30	17.10	13.20
8	398	7.30	9.00	9.50	22.20	11.80

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

A variety of intervention strategies are employed by the school to improve academic performance of students. Students who exhibit early warning indicators of academic failure are referred to the CPST team, which consists of teachers, administrators, guidance counselors, school social work, school psychologist, and the ESE specialist. The team reviews each individual case and develops an intervention plan unique to the individual student needs. Each student is monitored as they move through this RtI process. In addition, students with specific math and reading deficiencies are placed in enrichment academic elective courses designed to remediate the skills the students are lacking. Struggling readers are placed in Reading classes utilizing Achieve 3000! software which provides reading instruction at the students lexile level and uses scaffolding strategies to increase reading performance. The FAIR Assessment data is utilized as a tool specialize instruction for students with critical needs.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	8/28/2017 - 6/7/2018	10:00 AM - 4:00 PM

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	3.67
Governance and Leadership	3.5
Teaching and Assessing for Learning	3.25
Resources and Support Systems	3.0
Using Results for Continuous Improvement	3.0

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

The activities we will use to increase overall rating are PLCs addressing the super 7 elements for teacher implementation in the classroom. These elements will be closely monitored for maximum

implementation. In addition, teachers will be provided immediate feedback following observations so that they are best able to improve their professional practice.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
DIAGNOSTIC.pdf		9/27/2017

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
SACSept.docx	November	Developed	11/3/2017
SAC-ByLaws.html	October	SAC ByLaws	11/3/2017
SAC-Guest-Sign-in-October-10th.pdf	October	Developed	11/3/2017
SAC-sign-in-October-10th.pdf	October	Developed	11/3/2017
SAF.docx	October	None	11/3/2017
SACOct.docx	October	Developed	11/3/2017

File Name	Meeting Month	Document Type	Uploaded Date
SACSept.docx	September	Developed	9/27/2017

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
5	541	18 of 65	1	48	95

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

The schools ensures that classroom instruction is aligned to grade-level Florida Standards by conducting walkthroughs, classroom observations, and evaluations on a consistent basis and by providing feedback in a timely manner. The data from the walkthroughs and observations is collected as evidence to ensure tha instruction is aligned to the grade-level standards.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

The schools ensures that students have access to information text in each content area by providing resource, consumables, magazines, and newspapers on grade appropriate lexile level.

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?

We have chosen to focus on Math learning gains in the lowerst quartile because these scores had the lowest gains during the 2016-2017 school year.

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?

The BEST Practice that we will continue to scale up is our PLCs.

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

Authentic PLCs will be held for both deparments and core grade level teachers to ensure all faculty members work as a team.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Close Readers	Juliet Rezende	6/9/2918		$1,437.00
Staff development for curriculum distribution/collection	Darryl Baker	6/9/2018		$200.00
Materials for Extended Learning Opportunity	Juliet Rezende	6/9/2018		$3,000.00
USA Test Prep	Melissa Johnkins	6/9/2018		$4,000.00
Staff development for Sub Cadre meetings	Melissa Johnkins	6/9/2018		$1,800.00
Staff development for Learning Walks	Melissa Johnkins	6/9/2018		$2,500.00
RtI	Andrea Coy	6/9/2018		$1,500.00
One on One Writing Conferences	Karen Proia/Angel Welsh	6/9/2018		$4,800.00

Strategies	Persons responsible	Deadline	Professional Development	Budget
Consumable Materials (Scholastic Magazines, SCOPE/ACTION JR. Scholastic Subscriptions)	Celia Benitez	6/9/2018		$500.00
Staff Development for Digital Media	Roxana Matthews	6/9/2018		$600.00

School Improvement Plan (SIP)

School Name Olsen MS (0471)

School Year 2017 - 2018

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
Departmental PLC	Tuesday	1st2nd3rd	9/5/2017 - 6/7/2018	2:00 PM - 2:45 PM	6, 7, 8
Departmental PLC	Wednesday	1st2nd	9/5/2017 - 6/7/2018	2:00 PM - 2:45 PM	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 (Last updated: 8/29/2017)						
Grade	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
6	279	15.80	24.00	8.60	43.10	23.70
7	239	17.20	28.00	6.70	44.80	23.80
8	262	18.30	26.70	16.40	45.90	28.20

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

The teachers have been trained to use the Pre-Referral Intervention Manual (PRIM) and the goleaps website. They will implement in class interventions. Teachers also coordinate with our guidance department and parents to plan conferences and to facilitate communication to address student needs. Additionally, students are monitored academically and referred to our afterschool programs for academic support and homework help, prior to any formal referrals. Teachers and administrators may also document pre-emptive interventions and document the outcomes in BASIS. Teachers maintain a portfoilio for each student to monitor progress and mastery of curriculum

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	8/21/2017 - 6/7/2018	2:00 PM - 2:45 PM
Wednesday	1st, 2nd, 3rd, 4th	8/21/2017 - 6/7/2018	8:00 AM - 11:00 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	3.0
Governance and Leadership	3.0
Teaching and Assessing for Learning	3.0
Resources and Support Systems	3.0
Using Results for Continuous Improvement	3.0
Explain the activities in which your school will participate to increase your overall rating. Include specific details. As a school, we will focus specifically on standards 2.3, 3/1. 3.10 and 4.5. We will work on improving these ratings through open collaboration with our leadership team, PLC activtiies, staff development, and resource management.	

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
20172018SelfAssessmentAWESOMEOlsen.pdf		9/27/2017

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
SAC_Committee_Membership.pdf	October	Monitored	10/18/2017
SAC_Agenda_Sept2017.pdf	October	A+ Funds	10/18/2017
SAC_attendance.pdf	October	A+ Funds	10/18/2017
SAC-Minutes-092817.pdf	October	Monitored	10/18/2017
0471_10252017_0471_SAC_Bylaws.doc	October	SAC ByLaws	10/18/2017

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	449	39 of 82	1	91	182

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

To ensure that classroom instuction is aligned to grade-level Florida Standards the school administration conducts classroom observations as a collaborative team every Monday of a different grade level. Administrators then debrief as a team to determine if instruction is standards-based and on the correct grade level. The administrator over the assigned content area will then meet with the teacher to provide feedback. On Friday, the team will revisit the classrooms to see if progress has been made and will then debrief and provide feedback to the teachers. Evidence is documented in meeting notes, emails to teachers, as well as recorded in i-Observation. Furthermore, feedback is provided whole group to the department during PLC time to address a content area of concern or improvement.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Through our Digital 20 program, students are able to engage in standards based instruction 24/7. Students have online access to NewsELA (SS / Reading / ELA), Achieve 3000 (SS / Reading / Science), Gizmos (Math / Science), Vocabulary.com (Reading / ELA), My Access (ELA), and i-Ready (Math). Through these online platforms, students have access to content based information text to supplement their learning. Additionally, students that participate in our aftercare programs have a schedule that includes 1 hour every other day of computer lab time to access the content.

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?

Based on the school's most recent FSA scores our students are in need of strategies and instruction to improve scores in Reading. The focus of our plan involves our literacy team which includes our Reading, Social Studies, and Language Arts Departments. The department heads have created an Instructional focus calendar to guide teachers and students through the CARE (Curriculum, Assessment, Remediation, and Enrichment) cycle. The goal is to move students strategically towards mastery of the standards through direct instruction, guided/ independent practice, and assessment/feedback. Students must also participate in the Digital 20 program which is a 24 hour learning program to offer remediation and enrichment in standards based curriculum to prepare for FSA. This area was chosen based on the number of students proficent in reading based on 2016-17 FSA scores.

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?

BP 1: Authentic PLC's with a focus on curriculum, assessment, remediation, and enrichment. (common planning data chats to discuss results and next steps.)
BP2: RTI process that guarantees all students in danger of failure or retention receive appropriate interventions and support (grade level RTI meetings with support staff and specific/impacted teachers.)
BP 3: ELO- Extended Learning Opportunities to allow access to technology and provide additional instruction/ practice on the standard for enrichment and remediation.

We will also be scaling up our use of Learning Goals and scales to educate students on the standards and to ensure the instruction and student evidence/products are alined with the standards.

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

In previous years, the Immersions and common assessments were quarterly events, however, this year they are taking place on a monthly basis to better monitor student progress.Additionally, all students will participate in immersion this year and not only a targeted group. Immersion is also spread across content areas to include Math, Science, Language Arts, Reading, and Social Studies. Our afterschool program participation has increased and a larger number of students are getting additional time to work towards mastery and academic success.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
5 Meetings per month. Review CFA data, update IFC, tuning protocol and teacher mentoring opportunities. Provide district support, feedback, and professional development opportunities.	Content Area Assistant Principal, Content Area Department Chair	6/8/2018	Provided in house and through district coaches.	

School Improvement Plan (SIP)

School Name   Plantation MS (0551)

School Year   2017 - 2018

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
Departmental PLC's	Tuesday Wednesday Thursday	1st2nd3rd4th5th	8/28/2017 - 5/4/2018	10:45 AM - 11:15 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 (Last updated: 8/29/2017)

Grade	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
6	240	9.20	24.60	3.10	47.10	8.80
7	270	13.00	33.70	15.20	48.60	31.90
8	287	11.10	24.70	9.10	34.20	19.90

Data For: 2016-2017 (Last updated: 8/29/2017)

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

Plantation Middle School implemented a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior. The team conducts a root cause analysis to determine why the problem is occurring. The MTSS core problem solving team analyzes and dis-aggregates data from the following Broward County Public School resources Data Warehouse and BASIS system to view student data, to address and assist students individual needs. The MTSS core problem solving team utilizes an early warning identification system, response to intervention (RTI) process and build the Positive School wide behavior plan. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag students at risk of retention, course failure, truancy, and misconduct.

To identify at-risk students in compliance with 1001.42, F.S., Plantation Middle School will utilize an early warning identification report. This report identifies students having met two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition, the report includes each student's early warning risk score.

The school uses a comprehensive Response to Intervention (RTI) process facilitated by guidance and administration that identifies students who need additional support particularly in the academic areas of language arts and mathematics as well as students needing behavioral guidance. The early warning indicators include: failure to meet proficiency of standards on formative assessments; behavior intervention checklists; progress monitoring; and teacher feedback. In addition, students are offered extended learning opportunities via our after school tutoring camps and pull-out programs that are conducted within the school day.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/26/2017 - 5/29/2018	2:00 PM - 3:15 PM

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	3.0
Governance and Leadership	3.0
Teaching and Assessing for Learning	2.75
Resources and Support Systems	3.0
Using Results for Continuous Improvement	3.0

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

Plantaiton Middle School will participte in a variety of professional learning communities and trainings to enhance the overall ratings of the School Improvement plan.

Teachers: Teachers will participate in the Culturally Responsive Teaching (Courageous Conversations) trainings (thoughout the entire school year), weekly departmental PLC's, our annual Town Hall Meeting, and parent nights.
Students: Students participate will participate activities that promote College and Career Readiness (Patriot Round-up - clubs/sports/organizations), Thematic Units- (Growth and Fixed Mindset lessons) Khan Academy, Microsoft certifications, Code.org, and Community Peace Walk.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
2017-2018-Self-Assessment.pdf		10/4/2017

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
SAC-BYLAWS-2017-2018.pdf	November	SAC ByLaws	11/3/2017
SAC-SIGN-SHEETS-NOV-2017.pdf	November	A+ Funds	11/3/2017
SAF-sign-in-10.5.17.pdf	October	A+ Funds	11/3/2017
Nov-SAC-Agenda-2017-18.docx	November	A+ Funds	11/3/2017
SAC-MINUTES-MAY-2017-.pdf	November	A+ Funds	11/2/2017

File Name	Meeting Month	Document Type	Uploaded Date
oct-SAC-SIGN-IN-SHEETS-2017.pdf	October	A+ Funds	11/2/2017
SAC-SAF-Dates-2017-2018.pdf	November	A+ Funds	11/2/2017
Updated_2017_SAC_ELECTIONS_FLYERS.pdf	November	A+ Funds	11/1/2017
SAF-MAY-Meeting-Minutes.Revised.pdf	October	A+ Funds	10/24/2017
Revised-Oct-SAC-Agenda-2017-18.docx	October	A+ Funds	10/17/2017
SAF-Agenda-OCT-2017.pdf	October	A+ Funds	10/6/2017

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	423	52 of 82	2	104	208

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

Plantation Middle School ensures that classroom instruction is aligned to grade level Florida Standards by providing our teachers with goals and scales. We track student progress using monthly assessments and district assessments. Teachers are provided with weekly support from attending Professional Learning Communities (PLCs) to share best practices in order to remediate students and enrich students who have shown profiency to prepare them globally. The leadership team collects evidence from classroom walkthroughs to ensure that all teachers are aligning their curriculum to the Florida Standards.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Plantation Middle School provides educators with access to different forms of medium by providing different programs based on student need. Students who are in the bottom quartile are placed in our intensive reading classes. Educators use rigorous curriculum that teaches from a multimedia approach to drive instruction and move students. Students are able to not only receive instruction from text books, but also online resources such as Newsela, Vocabulary.com, USA TestPrep, and Canvas.

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?

As eveidenced in our 2016-2017 FSA score data, our main focus for the upcoming school year will be English Language Arts. We will focus on the rigor of the Florida Standards and student evidence that aligns to each performance scale level of these standards. Sharing best practices with colleagues from other schools in our zone and across the district. Providing teachers with the best resources and strategies to increase learning gains.

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?

Our weekly Professional Learning Communities (PLCs) will focus on working on goals that align with the Florida Standards. The instruction will be guided by Project Based Learning which features hands-on activities, increased student engagement, generate connections to prior knowledge, and provide students opportunities to practice skills and deepen understanding.

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

1. Teachers will identify the problem. Lesson plans will be created to fix academic challenges.
2. The lesson will identify the desired change, its purpose, the anticipated results, and any possible obstacles.
3. A dedicated point person will be selected.
4. The point person will identify and analyze relevant effectice practices.
5. Choose an effective practice that is grade-level appropriate.

6. Point person will monitor and make changes if necessary.
7. Build on the plan throughout the school year.
8. Administration and the leadership team will provide support to the point person and staff.

School Improvement Plan (SIP)

School Name Ramblewood MS (2711)

School Year 2017 - 2018

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
Math Department PLC	Friday	1st2nd3rd4th	8/14/2017 - 6/1/2018	8:25 AM - 9:00 AM	6, 7, 8
Science Department PLC	Friday	1st2nd3rd4th	8/14/2017 - 6/1/2018	8:25 AM - 9:00 AM	6, 7, 8
ELA Department PLC	Friday	1st2nd3rd4th	8/25/2017 - 6/1/2018	8:25 AM - 9:00 AM	6, 7, 8
Social Studies Department PLC	Friday	1st2nd3rd4th	8/25/2017 - 6/1/2018	8:25 AM - 9:00 AM	6, 7, 8
Reading Department PLC	Friday	1st2nd3rd4th	8/14/2017 - 6/1/2018	8:25 AM - 9:00 AM	6, 7, 8
Electives Department PLC	Friday	1st2nd3rd4th	8/14/2017 - 6/1/2018	8:25 AM - 9:00 AM	6, 7, 8
ESE Department PLC	Friday	1st2nd3rd4th	8/14/2017 - 6/1/2018	8:25 AM - 9:00 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 (Last updated: 8/29/2017)						
Grade	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
6	420	10.50	7.10	1.90	25.90	6.40
7	416	7.00	10.10	7.00	29.80	10.60
8	436	16.50	13.50	5.70	22.40	13.50

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

At Ramblewood Middle school we use the following strategies to improve the academic performance of students:

CARE tutoring on Wednesdays, differentiated instruction, small groups, graphic organizers, Pinncacle notes, parent phone calls, providing visual aids, simplifying directions, students seated near teacher, Achieve 3000, USA Test Prep, Compass Learning and using short formative assessments.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th	9/5/2017 - 9/5/2018	9:30 AM - 10:30 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	4.0
Governance and Leadership	3.5
Teaching and Assessing for Learning	3.5
Resources and Support Systems	3.29
Using Results for Continuous Improvement	3.6

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

Ramblewood Middle School's leadership team constantly provides clear direction for the improvement of conditions that support student learning. Over the last several years we have added more high school classes on our campus. This

year we added the "Arts" component to STEM, becoming an Innovative STEAM school. Our academic programs are implemented equitable for all students. Our areas of strength are being sustained with continuous professional development. Moreover, we have included the Data Teams process, targeting specific benchmarks though each content area and grade level. Data chats have been implement with the teachers.

Ramblewood Middle School has a strong governing body. Roles and responsibilities are clearly defined. All members function cohesively to attain the school's mission. We are completing walk through together to improve in the area of supervision and evaluation. Administration continues to attended professional development focused on the new teacher evaluation system.

Ramblewood exhibits strengths in the area of teaching and learning. Teachers actively engage students in their classrooms by utilizing multiple learning strategies. Instructional practices of teachers are monitored by school leaders through iObservation. Teachers participate in weekly professional learning communities. Teachers regularly attend staff development to improve techniques to assist their students in mastering the content and share best practices.

Ramblewood exhibits strengths in the support of the physical, social and emotional needs of our student population. Clear expectations for the maintenance of a safe, healthy learning environment are established as a primary goal. At this time, we are able to improve our technology and resources by participating in the district's SunBay initiative. We are anticipating extra resources when the SMART bond monies become available.

All professional and support staff members have been trained in a rigorous professional development program related to the evaluation, interpretation, and use of data. Staff members have been trained in processes and procedures for collecting, analyzing, and applying learning from multiple data sources. There are 8 data team cycles have been implemented for this school year.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
accreditation-Report-17-18.pdf		10/4/2017
1.1-2.4-Mission-Statement.pdf		10/4/2017
1.1-2.4-Mission-Statement.pdf		10/4/2017
2711_01202016_1.1-&-2.4.pdf		10/4/2017

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
2711_SAF_-Agenda_Minutes_101917.doc	October	None	11/2/2017
2711_SAC_-Agenda_Minutes_101917.doc	October	Monitored	11/2/2017
SAC-SAF-MTGS.docx	November	None	11/2/2017
Committee-Membership-RamblewoodMS.pdf	November	Developed	11/2/2017
SAF-Bylaw-17-18.docx	October	SAF ByLaws	10/19/2017
SAC-ByLaws.pdf	October	SAC ByLaws	10/19/2017
agenda_minutes_092817.docx	September	Monitored	10/4/2017

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

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
6	535	28 of 63	2	94	188

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

The school ensures that classroom instructions is aligned to grade-level Florida standards by collecting teacher lesson plans. Administration will also conduct classroom walk thrus and teacher evaluations. Formative assessment data is collected and analyzed for each department by grade level.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Ramblewood Middle uses the following to ensure that students have access to informational text for each content area in a variety of mediums:

UsaTestPrep
Newsela
Achieve 3000
Content area specicit workbooks
Printed textbook/online
Media center books

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?

Based on our most recent data, Ramblewood will focus on improving student achievement in the area of ELA. The ELA FSA scores of the lowest quartile will raise by 15 points.

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?

The BEST practices that will be scaled-up to improve teaching and learning is Ramblewood's "Teachers Opening Doors (TOD) and CARE Wednesdays. TOD will be held during 2nd quarter (specific date is not yet decided on). During TOD, teachers will open their classrooms and invite their colleagues to showcase their lessons. This is allows teachers to share best practices. Moreover, our core teachers will collaborate in our SES band to share ideas, lesson plans and work samples this year. CARE is held every Wednesday from 8:20 a.m. - 9:00 a.m. Students are allowed into the school during those times for extra tutoring from whichever class they decide they need help in.

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

The Teachers Opening Doors activity will be scaled-up by including visits from adminstrators, teachers from surrounding schools and also district personnel. CARE Wednesday will be scaled-up by ensuring that all teachers are participating and also be giving incentives to students who attend.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
CARE Wednesday (Student tutoring)	Ms. Mandel	6/1/2018	n/a	n/a
Sharing best practices through Teachers Opening Doors	Dr. Howard Jones	1/12/2018	n/a	n/a

School Improvement Plan (SIP)

School Name   Sawgrass Springs MS (3431)

School Year   2017 - 2018

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
3431 Electives	Tuesday	1st2nd3rd4th5th	8/14/2017 - 6/8/2018	8:20 AM - 9:10 AM	6, 7, 8
3431 Science 8	Tuesday	1st2nd3rd4th5th	8/14/2017 - 6/8/2018	8:20 AM - 9:10 AM	6, 7, 8
3431 Social Studes	Tuesday	1st2nd3rd4th5th	8/14/2017 - 6/8/2018	8:20 AM - 9:10 AM	6, 7, 8
3431 Mathematics 6-8	Tuesday	1st2nd3rd4th5th	8/14/2017 - 6/8/2018	8:20 AM - 9:10 AM	6, 7, 8
3431 ELA/Reading	Tuesday	1st2nd3rd4th5th	8/14/2017 - 6/8/2018	8:20 AM - 9:10 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 (Last updated: 8/29/2017)						
Grade	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
6	440	10.20	15.50	4.10	23.00	12.00
7	442	10.20	11.80	5.70	24.30	10.90
8	406	16.00	10.30	1.50	14.80	7.90

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

Behavior
- Tier 1 Classroom Management Techniques, Group Counseling, Mentoring Program
- Tier 2 FBA
- Tier 3 PBIP
Academic
- Tier 1 Whole class, peer buddies, peer counselors
- Tier 2 Small Groups, reteach, pull out for math and reading
- Tier 3 Increase intensity

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday Thursday	1st, 2nd, 3rd, 4th, 5th	8/14/2017 - 6/8/2018	9:00 AM - 11:00 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	2
Governance and Leadership	3
Teaching and Assessing for Learning	2.92
Resources and Support Systems	2.86
Using Results for Continuous Improvement	2.8

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

Standard 1: Purpose and Direction

The school's process for review, revision, and communication of the mission statement is documented. The process includes participation by representatives from all stakeholder groups. The purpose/mission statement focuses on student success and is reflected in our School Improvement Plan.

Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice and are evident in our professional development chats.

School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel use BASIS to keep current and comprehensive data on student and school performance. Analyses of this data are used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. This process is reviewed and evaluated through observations, learning goals and scales.

- Our Strength: Communication , community involvement, PTA, website includes school purpose, newsletter, agendas, minutes
- Areas in need of improvement: communicating with stakeholders via email.
- Actions: Hosting student success night, sustain PTA relations, website and newsletter.
- Plans: Develop parent database that includes emails, implementing Common Core practices, and align them to Marzano's iObservation tool.

Standard 2: Governance and Leadership

Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. These practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff, such as empowering teachers to take workshops on their subject areas and or fulfilling credentials.

Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.

Administrators consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders.

Standard 3: Teaching and Assessing for Learning

Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence such as posted learning goals clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Differentiated learning activities are individualized for students in a way that supports achievement and expectations. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures.

School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages).
- Strengths: Departments working collaboratively to ensure student success.

Standard 4: Resources and Support Systems
Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. School personnel implement a clearly defined process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.
Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.

Standard 5: Using Results for Continuous Improvement
Processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning
Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder, such as faculty meetings, website, parent night and or PTA/SAC meetings.
All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.
Areas of strength:
- Documentation of attendance and teacher training related to data use.
- Minutes of SAC meetings regarding achievement of student learning goals.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Self-Assessment2017-2018.pdf		10/26/2017
SAC0100417.docx		10/18/2017
SAC-Agenda-090616.docx		10/18/2017
Copy-of-HQ-teachers-2017.xlsx		10/18/2017

File Name	Standards & Indicator	Upload Date
3431_02222016_3431_12072015_Big-Brothers--3.9_4.6.docx		10/9/2017

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
Septsign-in2017-11-03-154810.pdf	November	Developed	11/5/2017
Sawgrass-Springs-Middle-SchoolSAF.docx	November	None	11/5/2017
SACNovember-1,-2017minutes.docx	November	Developed	11/5/2017
SAC-Sign-in-2017-OctNov.pdf	November	Developed	11/2/2017
SAC11012017.docx	November	Developed	11/2/2017
SAC-Composition-2017-2018.pdf	October	Developed	10/26/2017
SAC-ByLaws2017-2018.htm	October	Developed	10/26/2017
SAC-minutes-October-4,-2017.docx	October	Developed	10/9/2017
SAC0100417.docx	October	Developed	10/5/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAC-MinutesSeptember-6,-2017.docx	September	Developed	9/16/2017
SAC08062017.docx	September	Monitored	9/16/2017

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
6	529	30 of 63	-529	97	194

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

1. We will continue to focus on the following instructional practices to improve teaching and learning:
   - *Learning Goals and Performance Scales*
   - *Tracking Student Progress* through the use of formative and common formative assessments
   - *Reviewing Content* and *Organizing Students for Cognitively Complex Tasks* as part of the implementation for our remediation and enrichment plans
2. Our teachers will be meeting with the elementary school teachers to share resources and allow the teachers collaborate with each other around curriculum. We will also discuss the creation of an elementary school student ambassador program.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

For students in the lowest 25%, or in our Intensive Reading classes, the teachers will use a rigorous curriculum which encompasses a detailed road map and the high-quality delivery system for ensuring that all students achieve the desired end. Students are administered the online Florida Assessments in Reading-Florida Standards (FAIR-FS) three times a year and the data is uploaded from the Progress Monitoring and Reporting Network and transferred into BASIS 3.0. Reading teachers also use USA Test Prep, Newsela, and The Common Core INSIDE textbook. The teachers embed the instructional strategies into the content they are already using that is aligned with state standards, district curriculum, school mission and grade-level goals. With this exposure, it enhances students content area knowledge and also strengthens their ability to comprehend longer complex reading passages on any topic for any purpose.

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?

1. Our school has been working with the leading schools in our SES bands(Ramblewood, Lyons Creek, Coral Springs Middle, Seminole, Walter C Young, Glades) to share best practices. . We focused on sharing best practices for learning goals and scales, formative assessments, common formative assessments, as well as remediation and enrichment plans.
2. Our assistant principals have also been working within their SES bands to share best practices for matriculation, and we will be using these best practices to increase enrollment.

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?

1. We created a formalized plan that leads grade level department teachers through a collaborative process for teaching and instruction, assessments, and remediation and enrichment. Administration will traing staff on the CARE process, work with teachers as they work withing PLC's, collect learning goals and scales, common foramtive assessments, remediation and enrichment plans and render feedback.
2. Our teachers and Westchester Elementary students will meet in January to discuss curriculum and collaborate. We will have elementary student embasadors shadow one of our current 6th grade students and go back to their elementary schools to report out what they saw and experienced.

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

1. Administration will continue SES bands(Ramblewood, Lyons Creek, Coral Springs Middle, Seminole, Walter C Young, Glades) and CADRE relationships to have collaborative training efforts in order to collect learning goals and scales, common formative assessments, and remediation efforts.
2. Administration will continue using the CARE process, work with teachers as they work within PLC's, collect learning goals and scales, common formative assessments, remediation and enrichment plans

and render feedback.
3. Our teachers will continue to collaborate with Westchester Elementary students and staff to discuss transition, curriculum, and instruction.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
For the lowest 25% students, teachers will use a rigorous curriculum, USA Test Prep, and other online resources. Regular Math classes.	Francis McMahon/Katherine Donovan	6/8/2018	CARE professional development initiative training on planning days delivered by the school's Professional Development Committee.	$1,600.00
For students above the lowest 25% , teachers will use a rigorous curriculum and USA Test Prep (Algebra Honors 1 and Geometry Honors) to track achievement on standards. With this exposure, students will know the correct strategies to employ when given diverse math problems as well as how to manipulate technology enhanced items that they will face on the FSA..	Francis McMahon/Katherine Donovan	6/8/2018	CARE professional development initiative training on planning days delivered by the school's Professional Development Committee.	$1,600.00
This will be accomplished by using resources such as ExploreLearning (Gizmos), BrainPop, USA Test Prep and other resources provided through our content support at the district level.	Emily A. Reidmayor Department Head/Denise Depasquale-Laurel	6/8/2018	PLC's every tuesday, and CARE professional development intiative trainning on planning days delivered by the school's Professional Development Committee	$6,000.00

Strategies	Persons responsible	Deadline	Professional Development	Budget
In preparation for high school (and the real world), students will learn to write using strong, well-worded, above-grade-level ideas, fully supported and elaborated upon, with factual details from prior knowledge and / or informational texts, while showing a personal connection to the topic, organized into fluent paragraphs.	Mary Ellen Sargiotto Hirsch, Linda Pierre, Sharon H Murray/Christopher Johnson AP	6/8/2018	PLC's every tuesday,	$1,600.00
For students in the lowest 25%, or in our Intensive Reading classes, the teachers will use a rigorous curriculum which encompasses a detailed road map and the high-quality delivery system for ensuring that all students achieve the desired end. Students are administered the online Florida Assessments in Reading-Florida Standards (FAIR-FS) three times a year and the data is uploaded from the Progress Monitoring and Reporting Network and transferred into BASIS 3.0.	Mary Ellen Sargiotto Hirsch, Linda Pierre, Sharon H Murray/Christopher Johnson AP	6/8/2018	PLC's every tuesday,	$1,600.00
Utilize students needs and assessment data to make instructional decisions, which align to Florida Civics Standards	Dr. Marcia A. Richards Department Head/ Christopher Johnson AP	6/8/2018	PLC's every tuesday,	$1,600.00
Students will learn to identify and analyze text structures and features of the reading which will help them navigate the structural shape of a text so that they can predict how to read more effectively and it will increase their reading comprehension. Students will learn that different types of texts have different purposes which will allow them to become critical readers.	Mary Ellen Sargiotto Hirsch, Linda Pierre, Sharon H Murray/Christopher Johnson AP	6/8/2018	PLC's every tuesday,	$1,600.00

School Improvement Plan (SIP)

School Name   Seminole MS (1891)

School Year   2017 - 2018

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
Math	Thursday	1st2nd3rd4th5th	9/11/2017 - 5/22/2018	2:00 PM - 2:30 PM	6, 7, 8
Science	Thursday	1st2nd3rd4th5th	9/11/2017 - 5/22/2018	10:30 AM - 11:00 AM	6, 7, 8
ELA-Language Arts	Wednesday	1st2nd3rd4th5th	9/11/2017 - 5/22/2018	11:15 AM - 11:45 AM	6, 7, 8
ELA-Reading	Wednesday	1st2nd3rd4th5th	9/11/2017 - 5/22/2018	2:00 PM - 2:30 PM	6, 7, 8
Social Studies	Wednesday	1st2nd3rd4th5th	9/11/2017 - 5/22/2018	9:00 AM - 9:30 AM	6, 7, 8
Departmental PLC's	Monday Tuesday	1st2nd3rd4th5th	9/11/2017 - 5/22/2018	7:15 AM - 7:50 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 (Last updated: 8/29/2017)						
Grade	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
6	382	13.40	20.20	7.60	31.80	17.30
7	441	11.80	16.80	10.90	24.60	15.20
8	395	15.90	17.50	9.10	28.00	16.50

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

Students are identified for early warning interventions during bi-weekly team meetings. Teachers print Pinnacle grade sheets and identify which students are struggling in their class and what interventions have been put into place. The teams discuss if the students' needs are so significant that they would benefit from RtI. Teachers work with guidance to ensure that the student is receiving the necessary support.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	9/6/2017 - 5/23/2018	8:30 PM - 2:30 PM

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	2.67
Governance and Leadership	3.5
Teaching and Assessing for Learning	2.92
Resources and Support Systems	3.29
Using Results for Continuous Improvement	2.6

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
SeminoleSelfAssessment_1718.pdf		10/4/2017

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
SAC-Composition-Report.pdf	October	None	10/27/2017
1891_SACBylaws_1718.pdf	October	SAC ByLaws	10/18/2017
1891_Agenda_101117.pdf	October	Developed	10/18/2017
1891_Agenda_092717.pdf	October	Developed	10/18/2017
1891_SignIn_101117.pdf	October	Developed	10/18/2017
1891_SignIn_92717.pdf	October	Developed	10/18/2017

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
6	518	36 of 63	-518	103	205

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

Teachers participate in departmental, weekly Professional Learning Communities. During this time teachers work in their grade level and subject cohorts to discuss standards and how to plan in order to effectively teach their standards. Teacher discuss common mistakes, learning prerequisites, student strengths and weaknesses, enrichment activiites and ideas for remediation. Data is collected through standard based classroom assessments and common formative assessments. These assessments are based on standards and are used to help form teacher lessons, especially in regards to remediation and enrichment.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Teachers use a variety of resources to privide informaitonal text in a variety of mediums.The math department offers a free Mathematics Camp after school to all students. In Math Camp, students get extended assistance through games, competitions, and technological interactions. In addition, students have access to USATestPrep which offers additional practice through quizzes, instruction, games, and performance tasks designed by standard.The English Language Arts department uses a variety of technology to engage the students and enrich their learning. We use Coach Digital as one of our resources to remediate our lower quartile students and to also enrich our higher achievers. We re-enforce the ELA standards through a fun Friday Focus program that allows the students to critically think. In science and social studies the students receive informational text through Newsela, Read Works and Science World.

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?

Based on SES Band Data and student test scores we will be focusing on increasing student achievement in the areas of the Reading FSA and Science FCAT, especially for our stuents in the lowest quartile. These areas were chosen because they show the largest need for growth. By focusing on the lowest quartile we will be able to increase our learning gains and our reading proficiency. Also, by increasing reading proficiency we will then increasae science scores and Civics EOC scores.

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?

In order to improve our teaching and learning teachers are beginning to break down the standards in the new Florida Standards. Teachers use the Learning Scales and Rubrics to determine which part of the standard students need remediation or can be provided with enrichment. The students are aware of what they should be learning and how various classroom lessons connect to the standards. Through, PLC's teachers are also utilizing Super 7 Strategies, as well as, creating action plans based on their areas of needs. Teachers are working together to disaggregate data and use the data to determine classroom discussion and lessons. Teachers will also be using their data to lead planning sessions and discussions with administration.

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

Teachers are creating action plans based on areas they want to improve. They are also working together during their common planning time to find meaningful and interesting ways to create lessons that include the Super 7. Teachers are using the data from the CFA's (common formative assessments) to drive their instruction, in tandem with the learning scales and rubrics. Through the common planning, teachers are disaggregating CFA data to create lessons that either remediate or provide opportunities for enrichment. Teachers are also working within their teams to plan cross-curricular activities so that students can experience real-world application of the Florida Standards.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
USATestPrep for Common Formative Assessments	Jill Fiorentino	6/8/2018		
Double Dose of Math for Levels 1, 2, & 3	William Deklavon	6/8/2017		
Reading for All Students	William Deklavon	6/8/2015		
Incentives for ELO	Shantell Curry	6/8/2017		$5,000.00

Strategies	Persons responsible	Deadline	Professional Development	Budget
Math Camp	William Deklavon	4/30/2016		$11,522.00
FSA Virtual Camp	William Deklavon	4/9/2018		$5,764.00
Reading and Science Pull Out Program	William Deklavon	4/30/2018		$16,080.00
Remediation/Recovery Program	William Deklavon	6/7/2018		$10,230.00

School Improvement Plan (SIP)

School Name   Silver Lakes MS (2971)

School Year   2017 - 2018

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 Lowest Quartile	Wednesday	2nd	8/21/2017 - 6/1/2018	8:20 AM - 9:00 PM	6, 7, 8
Language Arts	Monday	1st2nd3rd4th5th	8/21/2017 - 6/1/2018	8:20 AM - 9:15 AM	6, 7, 8
Reading	Wednesday	1st2nd3rd4th5th	8/21/2017 - 6/1/2018	8:20 AM - 9:15 AM	6, 7, 8
Science	Wednesday	1st2nd3rd4th5th	8/21/2017 - 6/1/2018	8:20 AM - 9:15 AM	6, 7, 8
Social Studies	Tuesday	1st2nd3rd4th5th	8/21/2017 - 6/1/2017	8:20 AM - 9:15 AM	6, 7, 8
Mathematics	Tuesday	1st2nd3rd4th5th	8/21/2017 - 6/1/2018	8:20 AM - 9:15 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 (Last updated: 8/29/2017)						
Grade	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
6	239	14.60	34.70	9.60	46.50	29.30
7	233	17.60	30.00	6.00	50.00	27.00
8	282	14.50	32.60	3.50	45.80	25.90

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

Currently, at Silver Lakes Middle School there are numerous strategies implement throughout the school to increase academic erformance of student indentified by early warning indicators. For the 2016 - 2017 Silver Lakes has inherited many 6th graders who have been retained at least one time. In efforts to combat the influx, Silver Lakes has intergrated Broward County's Social Emotional Learning (SEL) initiative that was adapted from Collaborative for Academic, Social and Emotional Learning (CASEL). The purpose of SEL is to teach our incoming 6th graders critical skills such as time management, problem solving, establishing positive relationships, manage thier emotions as well as teach them to be accountable for the actions. In addition to the implementation of SEL we also implementd TIER strategies student to furter identify students who are most making adequate process in mastering the core standards.

Moreover, Silver Lakes Middle School adpoted the RtI and the RTI:B process and implemented a strategic TIER intevention processes. TIER 1 is whole group approach were all students receive high-quality, research based instruction, differentiated instructions to meet their needs, and are assessed on a periodic basis to montitor the effectiveness of the interventions. Tier 1 is implemeted across all disciplines and is practiced throughout the school. The TIER 1 strategies include adaptation of the a core curriculum, implementation of classroom behavior managment plans, parent

conferences with follow-up results, peer mediation, student redirection, extended time, and differentiated instruction based on the needs of the learner. The goal of Tier 1 strategies and instructions is to support all students in meeting both thier academic and behaviorial needs.

The TIER 2 process is more targeted specific, because it is based upon students identified that did not benefit or make adequate process from the implementation of TIER 1 intervention. As a result, students that did not make adequate progress in the core curriculum are provided with increasingly intensive instruction. Based upon the students needs direct instruction methods are implemented based in the students of levels of performance and rates of progress.

Tier 1 academic stretegies include cooperative learning, core curriculum, direct instruction or tutoring, small group teaching, teacher modeling, student data chats, technology support programs, ESOL strategies, ESE accomodations as designated in the students IEP, educational Plans, gifted plans, 504 accomodations,multimodal presentations, comprehension checks, peer tutoring, organizational support such as planners (all students at SLMS recieve one), short term counseling, review of screening results (hearing and vision).

Tier 1 behavioral strategies include school wide behavior reinforcement, adaptation and implementation of a shcool wide positive behavior plan, class-wide positive behavior reinforcement, class-wide verbal cues and non-cues, physical proximity, implementation of weekly progress reports, class wide behavior management system (CHAMPS), daily self-monitoring strategies, redirection, ignoring low level inappropraite behaviors, expected behaviors are clearly written and visible in classrooms.

In additon, Silver Lakes Middle School has adapted the S.T.A.R.S. which nmuemonic for Safety, Tolerance, Accountability, Respect, Service which is a positive behavior system. The STARS initiative is supported by a curriculum that teaches students how to effectively act upon and improve in the outlined characteristics; those lessons are executed through the different discipline areas. In addition, Silver Lakes has received a grant from the Urban League of America for a program called School is Cool. School is Cool is a initiative that aims to strengthen the skills of middle school studentsas a wayto boost high school graduation rates and competitveness in Broward County .

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 3rd	9/21/2017 - 5/25/2018	1:30 PM - 3:00 PM

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	4.0
Governance and Leadership	3.84
Teaching and Assessing for Learning	3.96
Resources and Support Systems	3.81
Using Results for Continuous Improvement	3.98

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

Purpose and Direction

Silver Lakes Middle will to develop a communication plan that would inform our parents of the resources and support systems available to them and their children. With the results indicating the need for additional resources to address all students, staff implemented and enhanced additional initiatives. The master schedule was revamped to include center classes to address the needs of fragile students. School staff will identify, address and monitor instructional gaps through professional learning communities and teacher collaboration and planning. Silver Lakes Middle hopes to also improve teacher and staff understanding of these processes so that capacity is built throughout the organizaition. This way students can be supported by a variety of layers within the organizaition all focused on the same continous process. The School Leadership Team will be intimately involved in this process. The Response to Invention process will be utilized to address the needs of the most intensive learner.

Governance and Leadership

Silver Lakes Middle School is implemented Broward County initiative for foster Social Emotional Learning (SEL). In addition, the cornerstone of developing the whole child through social emotional learning is Character Development. Recognizing the importance of demonstrating good character, Silver Lakes has implemented a Character Development program. As we embark on a new school year it is important that our students learn and understand the character traits for positive behavior. Every month we will highlight a positive character trait. **On a monthly basis a student will be selected and acknowledged for doing a remarkable job thus far in showing that he or she exceeds the expectation set forth in defining highlighted character trait of the month. It is extremely important that SLMS participate's in educating our students on what good character is and as well as reward those that are truly a great example of this.**

Teaching and Assessing for Learning

Silver Lakes Middle will conduct Common Formative Assessments are administered school-wide on a monthly basis according to the state standards for each identified academic area and which will be covered over the course of the month. Teachers will meet in grade level Professional Learning Communities (PLC) to discuss results from assessments to plan for remediation and enrichment and share best practices.

Resources and Support Systems

Silver Lakes Middle School Support staff provides assistance through modeling; co-teaching, observation and feedback, and leading professional development to teachers. In addition, the support staff analyzes data and provides feedback and organizes resources to further support teachers in the classroom. During the Spring SLMS will offer Course Recovery to our students who are identified as needing remediation opportunities to help them replace "F" on their transcripts. Silver Lakes will also implement our Curriculum Extension Program. CEP is offered during the school day where students who are identifed as "at risk" of thier scores dropping as well as students who are on the "cuffs" of being profient based upon thier FSA scores are pulled from thier electives to receive addition reinforcement and remediation. Moreover, Silver Lakes offers before and afterschool tutoring. By doing this we are providing help for all students in each area of discipline to better prepare them for both Common Formative Assessment as well as the FSA.

Using Results for Continuous Improvement

Silver Lakes Middle School will focus on continuous progress monitoring of all students, teachers, grade levels, and departments in student improvement through use of CFA data, analysis of daily student work and the utilization of data tracking sheets for academic and instructional improvement goal-setting. Goal setting takes place in Student-Teacher Conferences, Administrator-Teacher Conferences, Peer Editing/Conferencing, as well as department and grade level PLCs.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
2017-2018-Silver-Lakes-Self-Assessment.pdf		11/2/2017

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
17-18-SAC-Committee-Membership.pdf	October	Developed	11/3/2017
SAC-Oct.24-Sign-In-Sheets.pdf	October	Developed	11/3/2017
SACMeetingMinutes_October24th.doc	October	Developed	11/3/2017
SAC_SAF_PTA_OCT.2017.doc	October	Developed	11/3/2017
SAC_SAF_PTA_SEP.2017.doc	October	None	11/3/2017
2971_SAC_ByLaws-2.doc	October	SAC ByLaws	11/3/2017
NEW-2017-2018-SAC-Welcome-Letter-&-Dates.docx	November	A+ Funds	11/3/2017

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

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	402	62 of 82	-402	115	229

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

Silver Lakes Middle School has developed and periodically revamps unwrapped standards which also include integrated literacy standards and both academic and content vocabulary for explicit instruction for all core content areas, grade levels and alinged standards.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Silver Lakes Middle School is working to incorporate learning from various subjects, as a way to introduce students to a variety of informational text sources. For example students will be examining standards centered around informational text in their reading classes using material from articles, and informational text that they are being epxosed to in their science and/or socail studies classes. This allows for interdepartmental collaboration, and student success as data analysis has also foudn a correlation between student reading scores and science performance.

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?

Based on the SES Band Dara, Silver Lakes Middle School will be placing focus on all content areas, but specifically on the Lowest Quartile students in reading and mathematics.

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?

Silver Lakes Middle School has introduced staff to a school wide data base which allows teacher to more easily identify student specific learning needs. Teachers will be able to use the data base to develop lessons, and instruction that is based on student learning gaps as identified in the database.

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

Reading:

Program Overview:
SLMS Reading Department is currently using Inside Pathways' curriculum and Ready LAFS workbooks instruction, remediation, and enrichment. In addition, we are using the I-ready platform to administer a diagnostic at the beginning of the year. In addition, we are also using i-Ready in the form of a pre- and post-test to monitor student progress as well as determine proficiency/mastery.
Plan of Action:
    The reading department of Silver Lakes Middle School analyzed the data released for the 2015- 2016 school year. Based on the released data, the reading department across all grade levels increased by 1 point. After further desegregation of the data we identified two critical areas that we need to sharpen our focus. The two critical areas where _____ and _____. In these two areas students are required to _____.
Collectively, the reading department reflected on our instructional practices and determined that the integration of technology was successful in engaging our students as well as providing an additional layer of support for our lowest quartile.
After reflecting on our instructional practices SLMS Reading infused two technology based resources into our daily instructional process. The incorporation of <u>floridastudents.org</u> and <u>commonlit.org</u> will increase student engagement and ultimately increase student achievement. By incorporating these resources as an additional support, our action plan to boost student achievement by providing both enrichment and remediation through a strategic approach to instruction. This structured and strategic approach encompasses the use of CommonLit every Friday twice a month on a continual basis. Both resources are aligned to Florida Standards and provide effective scaffolding and unwrapping of the standards. By combining these two resources to our adopted daily curriculum INSIDE by National Geographic Learning, the reading department will meet the learning needs of both of our fragile students as well as our proficient learners.
    In addition, schoolwide the Literacy team implement our Word of the Week Initiative (WOW) through Social Studies Department. The focus will be on a cluster of eight (8-10) power words for each month (Monday and Wednesday). Achieving success in this more challenging world requires knowing many more words. 100 Words Every Middle Schooler Should Know helps students in grades 6 to 8 (ages 11-14) to express themselves with distinction and get the most out of school. The words are taken from many books that middle schoolers read Some words will also have word parts (prefixes, suffixes, roots) to help students expand their repertoire through word analysis.
    SLMS Reading PLCs and common planning focuses on data and identifying areas in need of remediation or reteaching. By doing this we foster a culture of ongoing opportunities for data-driven Professional Learning Community (PLC) conversations and collaborative planning to boost student achievement. This year to guide the discussion we are utilizing our PLC Tool and out Collaborative Planning Framework to drive discussion. The PLC tool requires teachers to desegregate their student data and focus on best instructional practices, enrichment and remediation. Our Collaborative Planning Framework directs the thought process involved and in personalizing student instruction. The Collaborative Planning framework analyzes teaching practices by aligning those practices with Hattie' Effect Size and the multiphases of the Gradual Release Model.
As an additional layer of support, the Reading Department reviews the data after each Common Formative Assessment (CFA) and identify struggling students. As a result of those finding, SLMS' Reading Department will begin our "Pull Out" sessions earlier in the year to tackle the lowest standards and provide direct instruction and remediation to our most fragile students. Our mission is to reach/ touch every student in our department through a myriad of Literacy Initiatives. The multi-layered approach will ultimately boost student achievement and increase our overall school grade.

Language Arts:

Overall ELA FSA results from the 2016-2017 school year were mixed. Sixth grade showed significant improvement, and 8th grade showed moderate improvement. Seventh grade showed significant regression. Writing scores were improved in both sixth and eighth grades, while they declined in seventh grade. ELA student proficiency stands at the 38% mark. 52% of all ELA students recorded learning gains, while 25% of students identified as being in the lowest quartile recorded learning gains. Our goal for the 2017-1018 school year is to raise those percentages to 41% (overall), 55% (learning gains), and 28% (lowest quartile learning gains) respectively.

The language arts department has identified three main areas requiring growth and improvement: (1) the need to incorporate more rigor into instruction. Our language arts students need to be challenged to think more deeply about reading and writing, particularly about the reasoning behind the choices that writers make and the overall effectiveness of those choices; (2) the need to encourage risk taking in breaking conventional writing formulas that demonstrates flexibility in thinking. We recognize that our writing students are overly dependent on formulaic writing, and we want to encourage the students to take risks in breaking these formulas. To this end, exemplars from effective risk-taking writers will be used to model the myriad options for presenting effective ideas (connects directly back to goal #1); (3) the identification of students who fall very close to transition lines on the FSA test and the deliberate targeting of these students for additional questioning and class engagement to increase the likelihood that they will move to the next level on this year's FSA test.

The language arts department has established the goal of increasing active participation of all team members in both PLC and collaborative planning sessions. We recognize that in the past one of our weaknesses has centered around the fact that too few members come to sessions prepared to share best practices, data, and student work samples. All teachers will be required to attend PLC meetings with meaningful instructional data related to testing, monitoring, or informal observation gathered during the previous week's teaching. This data will be shared, analyzed, and discussed in both whole-team and grade-level formats. Needed adjustments in instructional techniques will be suggested. Collaborative planning sessions will make use of an instruction anchor framework to guide grade-level planning for the coming week(s). Teachers will work within their grade-level teams to coordinate the plan. Also, after recognizing the fact that the essay writing piece on the FSA test does not carry the weight we previously thought it did, we have modified our instructional approach to increase the use of writings in the *Collections* anthology for the purpose of furthering goal #1 above. Finally, we have identified that writing instruction will return to an essay-specific style, meaning that informative and argumentative elements will not be instructed as a package (e.g., both introductions taught in succession), as they were previously. Instruction will remain in-type until all essay elements for that particular style of writing have been covered.

At this point in time, the language arts department has identified no need for additional materials, support, or training. If such needs become pressing, we will alert administration to this fact.

The language arts department employs the following intervention strategies to address deficiencies in student performance, as identified by early warning indicators: (1) teaching essential skills and strategies; (2) Providing explicit and systematic instruction with lots of practice (with and without teacher feedback); (3) adapting instruction to meet student needs through differentiation (based on accumulated data); (4) allowing students the opportunity to engage in continuous improvement of their work (revising and updating writing over longer time frames); (5) pairing weaker readers and writers with stronger readers and writers for the purpose of peer coaching; (6) close monitoring of student progress and understanding and reteaching as necessary; (7) providing meaningful enrichment opportunities for high-ability students that involve greater depth of thinking; and (8) cooperative learning situations to allow for peer-to-peer instruction, meaningful exchange of ideas, and problem solving.

Math:

Careful analysis of the 2016-2017 Florida Standards Assessment results for Silver Lakes Middle School in the Mathematics tested areas highlights some notable areas of achievement; Conversely, the data also reveals several areas of needed growth and opportunities for the school to improve in the Mathematics instructional

delivery, standards alignment, and student achievement of specific subgroups.

Areas of achievement:

Analysis of the 2016-2017 FSA data showed that 45% of students at Silver Lakes Middle School are "proficient" in the area of Mathematics. This is based on state wide criterion, in which students are scored at a level 1-5 aligned to a developmental scale score. To achieve proficiency students, need to achieve a level 3-5 based on the assessment they take for their respective course work for that year.

Silver Lakes Middle School 45% score in this category suggest nearly half of our school is proficient in Mathematics, but there is much more room for improvement. Our goal is to improve our school-wide Mathematics proficiency from 45% to 48%.

We will do this by strategically implementing initiatives that allow us to address specific gaps that we see by grade level. The intended outcome is that we will improve are 6th grade proficiency from 40% to 43%, our 7th grade proficiency from 38% to 41%, and our 8th grade proficiency from 30% to 33% students proficient. Our largest area of needed improvement is students making learning gains. Florida Law says that the State School grades calculation will use the new learning gains methodology required by s. 1008.34 F.S. and Rule 6A-1.09981 F.A.C.. Based on Florida law and rule, learning gains are calculated for both FSA English Language Arts and FSA Mathematics. The new learning gains methodology provides three ways in which a student may demonstrate that he or she has made a learning gain.

Students may earn a learning gain by the following:

1. Improve one or more achievement levels from one year to the next (e.g., move from Level 1 to Level 2; Level 2 to Level 4, etc.). 2. Maintain a Level 3, Level 4, or Level 5 from one year to the next and the student's scores in Level 3 and Level 4 must have improved from one year to the next. 3. Split Levels 1 and 2 into multiple subcategories (Level 1 into thirds and Level 2 in half) and require the student to improve from one subcategory to a higher subcategory within the Level (e.g., move from the bottom third of Level 1 to the middle third of Level 1).

Unfortunately, we saw a large decline in the percentage of students making learning gains in Mathematics, specifically amongst students who are ranked in the lowest quartile. The lowest quartile represents students receiving the lowest performing scores in within the school.

Students making learning gains in school declined 10 percentage points to 48%, and the biggest decline came in students making learning gains in the lowest quartile; our most fragile students academically in Mathematics. Only 21% of these students made a learning gain, down 21 percentage points from the year before. Our goal is to improve the percentage of students making overall learning gains from 48% to **51%,** and the percentage of lowest quartile students making learning gains from 21% to at least **35%**

In addition, we have 3 clusters of students who take the spring administration of the Algebra 1 EOC exam or the Geometry EOC. This year the students proficient on these exams was **88%** and **94%** respectively. Our goal is that we will have **100%** of students taking either exam pass with at least a level 3.

To improve in these areas, students will be scheduled aligned to the Silver Lakes Middle School **Mathematics Tiered support matrix**. The matrix is a framework, that allows teachers and staff to support students based on their specific mathematical needs. **All students at Silver Lakes are TIER 1 students and receive at minimum 180 minutes of rigorous Math instruction per week.**

TIER 2 students are coded as regular students, and based on analysis of 2015-2016 data showed that 87% of students at this level of support move to proficiency. To support this finding, and their continuous success, students receive at least 180 minutes of Mathematics instruction weekly, but are also supplemented with a 'centers' math elective which incorporates several research based practices in the 'centers' classroom to support these students learning. These core practices are (a) Students work in cooperative groups to deepen their knowledge (b) All assignments are aligned to the Florida Standards (c) Students are accelerated and exposed to new content, prior to their math class (d) students engage in differentiated Student-centered learning that is rigorous, but also requires students to shift their thinking based on blooms taxonomy and the Florida Standards Depth of Knowledge levels (DOK). (d) Students are exposed to technology and, conceptual task that require them to apply the mathematical skills acquired through their core content class. Students are also exposed the supplemental course at least 180 minutes per week.

TIER 3 students, are coded as advanced students. This TIER of students receives TIER 1 Math support, and are generally proficient (Level of 3-5). These students are placed in a variety of courses that enrich their current mathematical abilities, and challenge them academically. Students in the GEM (Gifted Explorations in Mathematics) program are students who are being challenged by taking accelerated course work to develop

their mathematical skills, while providing them with a unique opportunity to meet graduation requirements early. GEM 6, GEM 7, and GEM 8 students attend mandatory tutoring, and often are exposed to individual study assignments, that meet each students' unique individual needs. In addition, taking either, 6th grade advanced mathematics or 7th grade advanced mathematics will participate in Math advanced camp during as an extended learning opportunity. 7th grade advanced students participated in the camp in 2016-2017, and 96% of those students were proficient, and 89% made learning gains; Because of this we will be replicating this extended learning, and extending it to our 6th grade advanced students.

TIER 4: TIER 4 students are coded as intensive students. These students are struggling learners, and will be served by modifications to instructional delivery and pace within the classroom. Students are placed in intensive mathematics and receive instruction through specific research based delivery methods that support struggling learners. These strategies include but are not limited to integration of grades 6,7, and 8 fluency plans, and students receiving instruction in small group settings. This group will also be provided with additional layers of support through extended learning opportunities, in which Mathematics teachers will push into electives to perform differentiated lessons. Many of these students are ESE and ELL students, and the planning of those lessons will require teachers to collaboration with ELL and ESE support to employ practices, strategies, and Hattie's high yield strategies to impact these learners as many of them are levels 1 or level 2 students (not proficient).

TIER 5: TIER 5 students are our most fragile students. These students will receive all TIER interventions, but will also be specifically targeted through extended learning opportunities. To closely monitor these students the Mathematics department will be participating in a monthly Professional Learning community to analyze data, and monitor the achievement of these students, and adjust curriculum, and adapt and share resources and strategies to best support them. This team of teachers will also be participating in ongoing and continuous learning, and has begun by attending the FDLRS Mathematics for struggling learners professional learning.

Monitoring:
In addition to ongoing and continuous classroom formative assessments, Students in each grade level take a bi-weekly interim assessment to monitor their learning and a quarterly Common Assessment. Teachers analyze this data weekly at our Tuesday PLC, and utilize a collaborative planning as a time to debrief and develop lessons that incorporate the most successful instructional strategies for standards, topics, and fluency items.

Science:

To obtain an increase our science score from 37 to 40 we are implementing a more rigorous curriculum labs and demonstrations. We are also starting the Science on Steroids (SOS) co-teaching strategy earlier to get the students more accustomed to the idea of working in large group competing with other classes. We have developed a more uniformed structure on how we perform labs and demonstrations. This strategy is meant to reinforce one of the weakest performing (Nature of Science) for our entire school in science. The plan is to improve the nature of science score from 6 to 8. This will increase the over aggregate science score. The SOS strategies will allow students review 6th, 7th, and 8th grade curriculum using hand-on labs and demonstrations to reinforce the benchmarks.

Social Studies:

We are always focused on the May End of Course exam. We are very excited because we are seeing a noticeable increase in background knowledge because most of our 7th graders took U.S. history in 6th grade. This is allowing Mr. Jamieson and Mrs. Sanchez to easily identify students that need extra help and students that have a strong grasp on the curriculum. For example, students have been studying the Magna Carta. Instead of having to go over the fact that it was meant to limit the power of the king students have been able to go in and break apart the 800 year old document and connect it to rights that are protected in the American Bill of Rights even though we won't cover the American Bill of Rights until December. A second example of how

much background knowledge our students gained in 6th grade has been evidence we we talk about the separation of power and the government being broken into three branches. Every single one of my classes had students that went oh, those are the executive, legislative, and judicial even though we do not introduce the branches of government units until January. We strongly believe that this background knowledge will lead to even more success for our students on the Civics EOC.

Civics has adopted a website http://mrjamiesoncivics.com to allow parents to have up to the moment knowledge of what is being covered in class and have access to a bank of practice questions that they can look at with their students.

The district is looking to focus on project based learning and Social Studies is currently working on lessons that will allow the students to not only apply learning with a hands on approach but where the students actually drive the learning through inquiry, creating hypothesis, testing their ideas, and revising them. We are currently working on a lesson where the 7th grade classes will visit 6th grade classrooms to teach small groups about the American pathway to Independence.

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School Improvement Plan (SIP)

School Name   Westglades MS (3871)

School Year   2017 - 2018

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
3871 Related Arts	Friday	1st2nd3rd4th	8/15/2017 - 5/15/2018	8:15 AM - 9:10 AM	6, 7, 8
3871 ELA 8	Tuesday	1st2nd3rd4th	8/15/2017 - 5/15/2018	8:15 AM - 9:10 AM	8
3871 World History 6	Tuesday	1st2nd3rd4th	8/15/2017 - 5/15/2018	8:15 AM - 9:10 AM	6
3871 SS 7	Tuesday	1st2nd3rd4th	8/15/2017 - 5/15/2018	8:15 AM - 9:10 AM	7
3871 Science 8	Tuesday	1st2nd3rd4th	8/15/2017 - 5/15/2018	8:15 AM - 9:10 AM	8
3871 Science 7	Tuesday	1st2nd3rd4th	8/15/2017 - 5/15/2018	8:15 AM - 9:10 AM	7
3871 Science 6	Tuesday	1st2nd3rd4th	8/15/2017 - 5/15/2018	8:15 AM - 9:10 AM	6

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
3871 Reading 6-8	Tuesday	1st2nd3rd4th	8/15/2017 - 5/18/2018	8:15 AM - 9:10 AM	6, 7, 8
3871 Math 7	Tuesday	1st2nd3rd4th	8/15/2017 - 5/15/2018	8:15 AM - 9:10 AM	7
3871 Guidance/ESE 6-8	Tuesday	1st2nd3rd4th	8/15/2017 - 5/15/2018	8:15 AM - 9:10 AM	6, 7, 8
3871 ESE 6-8	Tuesday	1st2nd3rd4th	8/15/2017 - 5/15/2018	8:15 AM - 9:10 AM	6, 7, 8
3871 ELA 7	Tuesday	1st2nd3rd4th	8/15/2017 - 5/15/2018	8:15 AM - 9:10 AM	7
3871 ELA 6	Tuesday	1st2nd3rd4th	8/15/2017 - 5/15/2018	8:15 AM - 9:10 AM	6

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 (Last updated: 8/29/2017)

Data For: 2016-2017 (Last updated: 8/29/2017)

Grade	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
6	604	7.90	5.60	0.30	9.40	3.50
7	571	10.00	3.00	1.90	9.80	2.80
8	580	12.40	5.70	0.30	11.40	4.70

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

The early warning indicators that we look at to identify students is to:

- Use BASSIS to identify kids by risk indicators which identify low test grades and attendance issues to ensure the needs fo the students are being met.
- Inform parent/guardian with parent communication.
- Indentify kids that recieved record three (3) Universal (Tier 1) Supplement Supports & Strategies.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd	9/5/2017 - 5/29/2018	9:15 AM - 11:15 AM
Tuesday	2nd	9/5/2017 - 5/29/2018	9:20 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	3.33
Governance and Leadership	3.83
Teaching and Assessing for Learning	3.25
Resources and Support Systems	3.43
Using Results for Continuous Improvement	3.4

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

Our school will continually try to improve our rating by utilizing different methods and strategies to ensure growth. Our self-assessment results indicate that our focus and vision can increase by utilizing the various tools described within the assessment. Ensuring that we have a school with open communication lines and maintaining our focus on student achievement and professional development will help Westglades improve our overall rating and increase our stakeholder participation.

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
Committee-Membership-Westglades.pdf	November	Developed	11/3/2017
Westglades_A_Ballot1718-(1).pdf	October	A+ Funds	11/2/2017
2017-10-13-WMS_SAF-Agenda-2.0.pdf	October	SAF ByLaws	11/2/2017
2017-09-29-WMS_SAF-Minutes.pdf	September	SAF ByLaws	11/2/2017
2017-09-15-WMS_SAF-Agenda.pdf	September	SAF ByLaws	11/2/2017
2017-05-19-WMS_SAF-Minutes.pdf	September	SAF ByLaws	11/2/2017
Oct2017SACAgenda.pdf	October	Monitored	11/2/2017
3871_11022017_2017-2018SAC-Meeting-Dates(1).pdf	September	Developed	11/2/2017
3871_11022017_3871_11012017_WMS_A_Results-(1).pdf	October	A+ Funds	11/2/2017
Sept2017SACAgenda.pdf	September	Developed	11/2/2017
Oct2017SACAgenda.pdf	October	A+ Funds	11/1/2017
Westglades_A_VotingSignIn1718.pdf	October	A+ Funds	11/1/2017
3871_Westglades_Minutes_101317.pdf	October	A+ Funds	11/1/2017
Attendance-October-13.pdf	October	Monitored	10/15/2017
3871_Westglades_Minutes_101317.pdf	October	Monitored	10/15/2017

File Name	Meeting Month	Document Type	Uploaded Date
3871_Westglades_Minutes_92917.pdf	September	Developed	10/15/2017
2017-10-11-SAF-Bylaws-.pdf	October	SAF ByLaws	10/15/2017
SACComposition-Report17.pdf	September	Developed	10/9/2017
SAC-ByLaws.pdf	September	SAC ByLaws	10/9/2017
Attendance-September-29.pdf	September	Developed	10/9/2017

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
10	691	7 of 21	3	48	96

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

To ensure that classroom instruction is aligned to grade-level Florida Standards, teachers will collaborate to discuss standards through the use of Instructional CARE Weekly update form use through Professional Learning Communities, Data Chats led by grade level and content area assistant principals, as well as the implementation of curriculum binders to monitor student growth.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Westglades uses a variety of resources to ensure that students have access to informational text for each of the content areas. Westglades' Parent Resource night and Parent Resource website give parents and students a variety of resources that allow them access to information text. In addition, we offer free afterschool tutor for students as well as at home access to NEWSELA for independent reading.

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?

Based on the SES Band Data, Westglades will focus on improving teaching and learning for students in our lowest 25% in Reading and Mathematics. These two subgroups are the lowest percentage of growth within each of the school grades subsections.

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?

To improve teaching and learning within our lowest 25% in English/Language Arts, teachers will utilize NEWESLA across content areas, progress monitor using the FAIR-FS for formative assessments in Reading, and targeted interventions and instructional strategies.

To improve teaching and learning within our lowest 25% in Mathematics, teachers will utilize iReady and/or other technology resources across the 5 strands tested on FSA, progress monitor using formative assessments and assessment retakes, as well as targeted interventions and instructional strategies.

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

Reading/Language Arts and Mathematics teachers will meet with grade-level/department assistant principal to discuss student data. Teachers will monitor student progress using Reading and Mathematics assessment data.

Please complete this section based on 2017-2018 end-of-year results.
Instructional Implications: Discuss the success of specific strategies/activities and provide a rationale as to why those academic improvements occurred as a result of those strategies.

Instructional Implications: To scale up BEST practices and accomplish our school goals we created a comprehensive professional development plan which includes the following:

- Continuous improvement on aligning and unwrapping the standards
- Looking at student work
- School-wide focus on lesson plan support and feedback

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
To improve teaching and learning within our lowest 25% in Mathematics, teachers will utilize iReady and/or other technology resources across the 5 strands tested on FSA, progress monitor using formative assessments and assessment retakes, as well as targeted interventions and instructional strategies.	Administration/Leadership Team	6/1/2018	nstructional Implications: To scale up BEST practices and accomplish our school goals we created a comprehensive professional development plan which includes the following: Continuous improvement on aligning and unwrapping the standards Looking at student work School-wide focus on lesson plan support and feedback	$4,608.00

School Improvement Plan (SIP)

School Name Westpine MS (2052)

School Year 2017 - 2018

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
ESE, Guidance	Thursday	1st2nd3rd4th5th	8/21/2017 - 6/7/2018	8:00 AM - 8:40 AM	6, 7, 8
Math, Science, Electives	Monday	1st2nd3rd4th5th	8/21/2017 - 6/7/2018	8:00 AM - 8:40 AM	6, 7, 8
Literacy, Social Studies	Friday	1st2nd3rd4th5th	8/21/2017 - 6/7/2018	8:00 AM - 8:40 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 (Last updated: 8/29/2017)						
Grade	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
6	362	7.70	27.60	20.20	35.20	24.90
7	280	11.10	27.50	20.70	42.20	28.20
8	376	12.00	25.30	6.10	38.30	18.90

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

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

1. Individualized goal charts for Reading and Mathematics are created
2. Assignments are modified.
3. Extra time is given for assignments and exams
4. Preferential seating is given.
5. Visual aids are employed in the classroom.
6. Teacher notes are provided as an accommodation for some students.
7. Students are assigned classes based on their Reading and Mathematics achievement scores.
8. Agenda planners are used for communication and organization.
9. Students work with support facilitators/student interns in small groups.
10. Support facilitators will reteach skills to reinforce content.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/21/2017 - 6/7/2018	9:00 AM - 11:00 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	3.33
Governance and Leadership	3.17
Teaching and Assessing for Learning	2.83
Resources and Support Systems	2.43
Using Results for Continuous Improvement	2.8

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

Some of the actvities that Westpine Middle will participate in order to increase our overall rating includes the following:
1.Teachers will participate in weekly Profesional Learning Communities (PLC) to review student data and discuss enrichment and intervention strategies in all content areas.
2. Teachers wil attend Professional Development workshops to enhance instructional practices to meet the needs of our diverse learners.
3. Westpine will host a variety of parent nights events to inform parents of resources to improve student performance.
4. Westpine has a schoolwide practice of Common Formative Assessments that allows teachers to modify instruction to meet the needs of all students.
5. School leadership team will meet regularly to ensure implementation of the School Improvement Plan

(SIP), make instructional decisions, and provide teacher support with the goal of increasing student achievement.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
2017-2018WestpineSelfAssessment-2.pdf		11/3/2017

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
Westpine-MS-SACAgenda11_2.pdf	November	A+ Funds	11/3/2017
SAF11_2signin.pdf	November	A+ Funds	11/3/2017
Bylaws2017.pdf	November	A+ Funds	11/3/2017
WestpineSAFAgenda11_2.pdf	November	A+ Funds	11/3/2017
SAFsignin11_3.pdf	November	A+ Funds	11/3/2017
SAFSignin-11_2.pdf	November	A+ Funds	11/3/2017

File Name	Meeting Month	Document Type	Uploaded Date
SACsignin10_3.pdf	October	A+ Funds	11/3/2017
SAC-Signin10_3.pdf	October	A+ Funds	11/3/2017
Committee-Membership-WestpineMS.pdf	November	Developed	11/2/2017
SAF-Agenda-October-2017.docx	October	None	10/7/2017
May-Minutes-2017.docx	October	None	10/7/2017
Westpine-SAC-Agenda-October-5,-2017.doc	October	None	10/7/2017

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
4	495	32 of 73	3	115	230

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

To ensure classroom instruction is aligned to grade-level Florida Standards, teachers will use district approved Instructional Focused Calendars aligned to state standards. The evidence collected to ensure that classroom instruction is aligned to grade-level standards will include teacher created lesson plans aligned to the standards. Teacher will meet weekly in Professional Learning Communities and engage professionals in the following dialogue:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

In addition to using texts from core, supplemental, and intervention programs, Westpine Middle will ensure our students have access to informational text for each content area by using the following resources:

- Students will have access to online textbooks and resources such as Khan Academy, Vocabulary.com, and My HRW.
- Students will be provided with take home textbooks.
- Students will use Newsela.com across all content areas.
- Students will be exposed to Primary Sources in all Social Studies classes to increase student engagement.
- Student will have access to computers to conduct research and cite textual evidence.
- Students will utilize the Reading Plus Program to enhance comprehension of informational text in a variety of passages.

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?

As evidenced by the FSA data, the focus areas for improving student achievement are Literacy and Mathematics. Literacy was chosen because 48% of our students are scoring Level 1 or 2 on the FSA. There was improvement, however, from the previous year's data. Mathematics was chosen because our scores indicate a slight drop in the number of students scoring Level 3 and above. There was also a decrease in the percentage of students making Learning Gains.

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?

Authentic PLCs with a focus on (CARE) Curriculum, Assessment, Remediation and Enrichment; developing engaging lesson plans; utilizing data to guide instruction.

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

1. Language Arts teachers will utilize technology to teach writing and grammar. This will be accomplished through my.HRW.com performance tasks and MyWriteSmart.
2. Reading teachers will use novel based-instruction to teach reading strategies and to write short and extended responses.
3. Reading teachers will use Reading Plus to reinforce reading comprehension.
4. Westpine will use USA Test Prep as an interdisciplinary tool to administer common formative assessments for remediation and enrichment purposes.
5. Westpine will actively collaborate with other schools within our SES Band to discuss and implement strategies to improve student achievement.
6. USA Testprep and iCivics will be used to expose students to the types of questions they will encounter on the Civics EOC.
7. All subject areas will focus on academic vocabulary, paraphrasing, and utilizing textual evidence.
8. Students needing remediation will participate in Course Recovery.
9. Westpine math students will use online tutorials for remediation in math.
10. Westpine provides Extended Learning Opportunites for all grade levels (Push-Ins/Pull-Outs, After-School Academic camps).
11. Teachers will participate in summer curriculum writing.
12. Science teachers will utilize Explore Learning Gizmos to provide an interactive, hands-on approach to reinforce content & increase inquiry based instruction. .
13. Science teachers will incorporate Reading comprehension strategies into their curriculum to build scientific thinking skills.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Westpine will use USA Test Prep as an interdisciplinary tool to administer common formative assessments for remediation and enrichment purposes. Additionally, sixth grade Math teachers will use online tutorials for remediation in math. Language Arts teachers will utilize technology to teach writing and grammar. This will be accomplished through my.HRW.com performance tasks and MyWriteSmart; Reading teachers will use novel based- instruction to teach reading strategies and to write short and extended responses; Literacy teachers will use Reading Plus to increase fluency and comprehension. Westpine will use USA Test Prep as an interdisciplinary tool to administer common formative assessments for remediation and enrichment purposes; All subject areas will focus on academic vocabulary and utilizing textual evidence.	All teachers	5/30/2018	Reading Plus training, Literacy district training	$8500 Title 1 and Accountability

Strategies	Persons responsible	Deadline	Professional Development	Budget
Westpine will use USA Test Prep as an interdisciplinary tool to administer common formative assessments for remediation and enrichment purposes. Additionally, Math teachers will use online tutorials for remediation in math.	Mathematics teachers	5/30/2018	iReady Assessment training, District training	$6,000 Title 1