School Improvement Plan (SIP)

School Name   Crystal Lake MS (1871)

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
Collegiate Team Meeting	Tuesday	2nd4th	9/5/2017 - 5/15/2018	8:35 AM - 9:15 AM	6, 7, 8
Professional Learning Communities	Monday Tuesday	1st2nd3rd4th5th	8/28/2017 - 5/29/2018	8:35 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	447	11.20	21.90	2.20	54.40	19.50
7	438	13.00	24.70	2.30	53.00	23.50
8	439	14.60	20.70	1.40	52.20	21.60

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

The Collabarative Problem Solving Team meets twice a month to discuss strategies for students to achieve success that are having academic and behavioral difficulties. The Collegiate Teams meet (teachers) twice a month to discuss students that need to be recommended to the CPST in order to ensure student success. The Collegiate Team also keeps record of the students' academic and behavior strategies being implemented for each tier into BASIS. Teachers are being trained on RtI in BASIS through professional development on campus. The school is using a school wide incentive for positive behavior in order to shape positive behavior outcomes.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Wednesday	1st, 3rd	5/2/2018 - 5/14/2018	10:00 AM -
Wednesday	1st, 4th	4/4/2018 - 4/25/2018	10:00 AM -
Wednesday	2nd	3/14/2018 - 3/14/2018	10:00 AM -
Wednesday	2nd, 4th	2/14/2018 - 2/28/2018	10:00 AM -

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	1/10/2018 - 1/24/2018	10:00 AM -
Wednesday	2nd	12/13/2017 - 12/13/2017	10:00 AM -
Wednesday	2nd	11/8/2017 - 11/8/2017	10:00 AM -
Wednesday	2nd, 4th	10/4/2017 - 10/25/2017	10:00 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
Governance and Leadership	2.83
Teaching and Assessing for Learning	3.17
Resources and Support Systems	3.29
Using Results for Continuous Improvement	3

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

Crystal Lake Middle School is continuing to use Curriculum, Assessment, Remediation and Enrichment (CARE) along with Common Formative Assessments through USA test prep to evaluate student achievement. Students have been given Learning Goals and Scales in each of their classes so that they can monitor their own progress and teachers will have data chat meetings with students individually after a Common Formative Assesment has been given. Teachers will be using learning stations in the classroom to differentiate instruction, remediate students and provide enrichment. Administators and support staff will continue to monitor student achievement through Teacher Leadership meetings, data chats with teachers and classroom walk throughs. Stakeholders will be given the opportunity to review and discuss the School Improvement Plan during SAC/SAF meetings and teacher/parent/student surveys. Mini-workshops are being provided on campus for teachers as additional professional development, best practices has been added to Professional Learning Communities and all new teachers have a Tier coach. Teachers are being trained on new technology resources for reading and the school is receiving new technology for students.

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
CLMS-SAF-Meeting-Dates-2017-2018.pdf	October	None	10/18/2017
CLMS-SAC-Meeting-Dates-2017-2018.pdf	October	Monitored	10/18/2017
SAF-meeting-sign-in-sheet-Ocotober-2017.pdf	October	None	10/17/2017
SAC-sign-in-sheet-October-2017.pdf	October	Monitored	10/17/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAF-meeting-minutes-May-2017.pdf	October	None	10/17/2017
SAC-meeting-minutes-May-2017.pdf	October	Monitored	10/17/2017
SAF-agenda-October-2017.pdf	October	None	10/17/2017
SAC-agenda-October-2017.pdf	October	Monitored	10/17/2017
CLMS-SAC-composition-2017-2018.pdf	October	Monitored	10/17/2017
CLMS-SAF-By-Law-2017-2018.pdf	October	SAF ByLaws	10/17/2017
CLMS-SAC-By-Laws-2017.pdf	October	SAC ByLaws	10/17/2017

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	391	67 of 82	2	120	240

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 are required to include the standards in their lesson plans as well as display them in their classroom either on the whiteboard or chart paper. These are discussed and students check their mastery per standard on a regular basis. Also, teachers use the new district created, Standards based, Instructional Framework (Collections and Inside Pathways for ELA). Teachers will use performance tasks as well as common formative assessments that are FSA aligned and standards based.

Teachers will document standards being addressed during Professional Learning Communities on CARE (Curriculum, Assessment, Remediation and Enrichment) forms provided by administrators. Teachers will be able to discuss and breakdown the standards during PLC time.

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?

Students will be using Newsela informational text resources that are standards aligned and applicable to all content areas. They will also engage in using text-sets that include informational, literary, and video & audio texts. Students will also be able to use labtops to research key standards.

Science includes informational text through RACE strategies and lab write-ups that include data tables and graphs using labtops and textbooks.
Social Studies includes informational text through Newsela and RACE strategies at least twice a week.
Elective teachers include informational text through verbal, technology online resources and text.
Math includes informational text through iReady, text, iExcel and other technology resources.
ICT, IC3, Broward Virtual School, Florida Virtual School and Global Scholars are informational text technology based programs infused into STEM, Electives and Research classes.

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?

Using FSA 2016-2017 data the content area that will be focused on for improving student achievement is ELA. Sixth grade students decreased by 4 points, seventh grade students decreased by 6 points and eighth grade students decreased by 2 points as compared with the 2016 and 2017 FSA ELA. With the lowest 25% in ELA decreasing by 18% in ELA for seventh grade and the lowest 25% in ELA decreasing by 8% for eighth grade.

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

Teachers will be implementing Learning Goals and Scales with students. Teachers will be implemented learning station in order to differentiate instruction. Pilot group will be trained in the use and implementation of Thinking Maps. Teachers will have ongoing data chats with individual students pertaining to common formative assessments given across curriculum. Extended learning opportunities such as Saturday School and Early Morning Camps will be available for students. After School Program (ASP) and FireWall are two afterschool programs that are made available to students.

Increased collaborative planning and the sharing of best practices in PLC. PLC will also focus on analysis of student learning and targeting learning gaps. Data carousel will be used on a quarterly basis to analyze schoolwide data trends and target areas of need.

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

Professional development opportunities will be available to teachers through PLC's Mini-Workshops, Collegiate team meetings, workshops and TIF workshops. Teacher data chats with administrators will be conducted after CFAs. Coaches and master teachers will be working with mentees to assist in improving teacher quality.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Learning Stations, infusing reading and writing across all curriculums and electives, infuse technology and reading strategies within classrooms.	Administration, Coaches and Teachers	3/30/2018	Based on reading and writing strategies that can be used in all curriculums and electives.	

School Improvement Plan (SIP)

School Name   Dandy, William MS (1071)

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
ELA/MATH/SCIENCE/SOCIAL STUDIES/ELECTIVES	Monday Tuesday Wednesday Thursday	1st2nd3rd4th	8/18/2017 - 5/31/2018	8:35 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	331	6.60	26.30	16.30	49.70	33.20
7	283	12.70	41.00	11.70	47.90	31.10
8	293	11.60	34.80	13.00	36.00	27.30

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

The key to improving student academic performance is to ensure that students are first and foremost diagnosed to identify deficiencies in learning and secondly, to ensure that instructional strategies and instructional tools are in place to ensure quality of education. As a school we utilize standardized state assessments (FSA & EOC) data to begin our work with students annually. In addition, diagnostic formative assessments are administered in all content area and based on a cycle of instruction and assessments, we are able to identify students who exhibit early warning signs. Teachers also utilize ongoing formative assessments to identify student needs. Common assessments are administered on a cyclical basis and are administered approximately every 4-6 weeks and are followed by data chats that involve teachers, students and administrators. Common assessments are administered to all grade levels and for all core content areas. We also utilize FAIR, NewsELA specifically for English Language Arts and most recently have also begun using Gizmos for Science as well. In addition, USA test prep and Vocabulary.com data is also utilized by all core content and elective areas. iCivics is utilized as a diagnostic and teaching tool for Civics and in Math, my.hrw, virtual nerd and khan academy are utilized as diagnostic as well as teaching tools.   With the understanding that student behavior does show a direct correlation to student academic performance, students who exhibit behavior concerns are given special attention through interventions from the Guidance team and when necessary taken through the RTI process. In addition, through the work of the ESE Support facilitators as well as the ESOL coordinator and instructor, students who exhibit early warning signs as it relates to academic performance work one on one or in alternative setting for additional support.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Tuesday Wednesday Thursday	1st, 2nd, 3rd, 4th, 5th	9/19/2017 - 5/31/2018	10:00 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	3.67
Governance and Leadership	3.5
Teaching and Assessing for Learning	2.25
Resources and Support Systems	3.57
Using Results for Continuous Improvement	3.4
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

Accountability Funds.

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
WDMS-SAC-Composition-Report-2017-2018.pdf	October	Developed	10/31/2017
WDMS-SAF-AGENDA_10052017.doc	October	Developed	10/31/2017
WDMS_SAC-SAF-Sign-in-Sheets-10-05-2017.pdf	October	Developed	10/31/2017
WDMS-SAC_SAF-Meeting-Notes-for-100517.doc	October	Developed	10/24/2017
SAC-COMPOSITION-REPORT-2017-2018.pdf	October	Developed	10/17/2017
WDMS-SAC-SAF-Dates-17-18.pdf	October	Developed	10/16/2017
WDMS_SAC-AGENDA_100517.doc	October	Developed	10/10/2017
WDMS_SAF_BYLAWS.doc	October	SAF ByLaws	10/10/2017
WDMS_SAC_BYLAWS_17.doc	October	SAC ByLaws	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
1	468	27 of 143	-468	29	58

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?

Our 2016-2017 FSA results showed that we are underperforming in Mathematics and ELA however our SES band data (Band 2) indicates that we are underperforming in Sicence.

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 examined our math performace results, we looked at teacher placement and made some adjustments in the scheduling of teachers. We are also pairing up our new teachers with our high performing teachers. The math department coach is monitoring the vertical planning withing their grade levels at weekly plc's to insure lessons are planning creative, rigorous lessons that match the standards begin taught.

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 administrators and academic coaches are frequently monitoring the authenticity of PLC's to ensure alignment with content standards. Teachers are asked to share their own best practices in PLC's so that ideas are shared withing departments.

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

We share our best practices with the schools in the Dillard Zone by inviting their coaches and teachers to our instructional rounds. We also have a professional development day that we share with our feeder elementary schools and the zone's high schools.

School Improvement Plan (SIP)

School Name   Deerfield Beach MS (0911)

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
IB	Thursday	1st2nd3rd4th	8/14/2017 - 5/28/2018	12:40 PM - 1:40 AM	8
IB	Thursday	1st2nd3rd4th	8/14/2017 - 5/28/2018	11:35 AM - 12:35 AM	6
IB	Thursday	1st2nd3rd4th	8/14/2017 - 5/28/2018	9:55 AM - 10:55 AM	7
SVE	Thursday	1st2nd3rd4th	8/14/2017 - 5/28/2018	8:50 AM - 9:50 AM	6, 7, 8
Reading	Wednesday	1st2nd3rd4th	8/14/2017 - 5/28/2018	1:45 PM - 2:45 PM	6, 7, 8
Reading	Wednesday	1st2nd3rd4th	8/14/2017 - 5/28/2018	9:55 AM - 10:55 AM	6, 7, 8
Science	Wednesday	1st2nd3rd4th	8/14/2017 - 5/28/2018	11:35 AM - 12:35 PM	6

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Science	Wednesday	1st2nd3rd4th	8/14/2017 - 5/28/2018	8:50 AM - 9:50 AM	7, 8
Language Arts	Tuesday	1st2nd3rd4th	8/14/2017 - 5/28/2018	12:40 PM - 1:40 PM	8
Language Arts	Tuesday	1st2nd3rd4th	8/14/2017 - 5/28/2018	11:35 AM - 12:35 PM	6
Language Arts	Tuesday	1st2nd3rd4th	8/14/2017 - 5/28/2018	9:55 AM - 10:55 AM	7
Social Studies	Monday	1st2nd3rd4th	8/14/2017 - 5/28/2018	1:45 PM - 2:45 PM	6
Social Studies	Monday	1st2nd3rd4th	8/14/2017 - 5/28/2018	12:40 PM - 1:40 PM	8
Social Studies	Monday	1st2nd3rd4th	8/14/2017 - 5/28/2018	8:50 AM - 9:50 AM	7
Math	Monday	1st2nd3rd4th	8/14/2017 - 5/28/2018	1:45 PM - 2:45 PM	6
Math	Monday	1st2nd3rd4th	8/14/2017 - 5/28/2018	11:35 AM - 12:35 PM	8
Math	Monday	1st2nd3rd4th	8/14/2017 - 5/28/2018	8:50 AM - 9:50 AM	7
Electives	Tuesday	1st2nd3rd4th	8/14/2017 - 5/28/2018	7:45 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	445	3.80	34.80	6.50	50.50	24.50
7	370	11.40	29.70	10.50	56.00	28.10
8	448	11.80	28.10	8.30	51.00	25.40

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

Student achievement is related to teacher effectiveness. In an effort to improve student achievement, Deerfield Beach Middle School will solicit assistance from the Office of Academics to support teachers in employing effective planning and instructional delivery practices. As a Teacher Incentive Fund (TIF) school, we will also solict Instructional Support Facilitators to meet and support new teachers. Master Teachers/Coaches will provide support for teachers through mentorship and coaching practices. Professional Development will be faciliated by Instructional Coaches and Department Chairpersons. Administrators will meet weekly with teachers in Professional Learning Communities, as well as, conduct data chats to analyze interim assessment data with teachers in an effort to monitor student achievement.
Students are identified by teachers, administration, guidance and support staff for CPST (Collaborative Problem Solving Team), and RTI (Response to Intervention) is completed on each student who is identified. These students are identified for academic or behavioral concerns.

We have an MTL (Mentoring Tomorrow's Leaders) Program for our students who are at-risk and have been recommended by their teachers. This is a mentoring program where we have 7th and 8th grade Mentors who

work with 6th and 7th grade Mentees. They work on problem-solving skills, social skills, leadership skills and have the opportunity to go on various field trips to colleges.

We also have a grant through the Children Services Council and a partnership with the Urban League of Broward County. This grant allows us to have 44 students who were identified by their elementary school teachers and administrators as students in need of additional academic support in order to thrive. 70% of these students are in our lowest quartile in reading and math and all students in the program are Level 1 or Level 2 in reading and/or math. These students receive additional classroom support from their teachers as well as the Youth Educator from the ULBC and also are taught a Social/Emotional Curriculum to assist them with the growing needs of an adolescent.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th	10/5/2017 - 5/19/2018	8:00 AM - 9:00 AM
Thursday	1st, 2nd, 3rd, 4th	8/14/2018 - 5/28/2018	8:00 AM - 9:00 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
Governance and Leadership	3

Teaching and Assessing for Learning	3
Resources and Support Systems	2.89
Using Results for Continuous Improvement	3
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
attendance-10_18_part2.pdf	October	A+ Funds	10/31/2017
attendance-10_18.pdf	October	A+ Funds	10/31/2017
attendance-9_20_-part2.pdf	October	A+ Funds	10/31/2017
attendance-9_20.pdf	October	A+ Funds	10/31/2017
10_18-minutes.doc	October	A+ Funds	10/31/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Agenda-October-18.doc	October	A+ Funds	10/31/2017
SAC-composition-complete.pdf	October	Monitored	10/20/2017
SAC-Agenda-October-18.doc	October	A+ Funds	10/18/2017
SAC-Agenda-Sept-20.doc	October	A+ Funds	10/18/2017
SAC_SAF-schedule.pdf	October	A+ Funds	10/18/2017
SAF-bylaws-complete.pdf	October	SAF ByLaws	10/18/2017
SAC-Bylaws-complete.pdf	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	407	59 of 82	-407	112	224

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 meet weekly in PLCs that are organized by common grade level and subjet area. In these PLCs they attend to curriculum, assessment, remediation, and enrichment best practices.

At the conclusion of each PLC a PLC document is submitted to content area administartor.

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 provides students with access to NEWSela, vocabulary.com, as well as a full-time literacy coach who works with all departments to help students and teachers alike reach our common goal.

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 and the FSA Scores, Deerfield Beach Middle School will be focusing on student improvement in the following academic areas:

- English Language Arts (ELA)
- Mathematics (FSA & EOC)
- Science (FCAT)
- Civics

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?

Deerfield Beach Middle School will focus on scaling up six key research-based practices through methods that have been effective in impacting student achievement and which are aligned to the school Professional Development Plan for the 2017-2018 School year.

School-wide Administration and Utilization of Result from Common Formative Assessment (CFA's)

- 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.

School-Wide Literacy and Citing Textual Evidence

- All teachers at Deerfield Beach Middle School will use a variety of methods to teach and hold students accountable to citing textual evidence in speaking and writing during daily instruction. These methods

include using evidence terms/stems when speaking and writing, using accountable talk, recording and representing knowledge in academic notebooks, Think-Alouds, Document-Based Questions, Gradual Release of Responsibility Model, utilization of anchor charts, and Small Group Instruction. All content teachers will continue to mirror the ELA standards by creating more daily test-focused and reading-writing activities. All teachers will reinforce the textual evidence and the literacy connections by implementing the daily literacy extended-block plan with fidelity.

Goal Setting & Data Chats for Progress Monitoring

- Deerfield Beach 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.

Integration of Technology in Instruction

- Integration of standards aligned technology tools such as USA Test Prep, Achieve 3000, Schoology, Typing Web, Flocabulary, iReady for ELL and Intensive Reading, ESL Reading Smart for ESOL students, as well as Gizmos Math and Science and Flying Classrooms (Science) to student improve through S.T.E.M. initiatives. Teachers and academic coaches will utilize the Item Bank Testing Platform (IBTP) for assessing, providing direct instruction, as well as remediation and enrichment through classroom and extended learning opportunities in all targeted academic areas.

DIFFERENTIATED INSTRUCTION

- School-wide implementation of Differentiated Instruction through center rotations/stations based on skill, need, and interest for teacher-directed instruction and technology integration for remediation, and enrichment purposes.

Daily Formative Assessments to Track Student Progress Towards Learning Target

- All teachers at Deerfield Beach Middle school will utilize daily formative assessments aligned to learning standards and daily instructional target as part of the teaching and learning process. Formative assessments include but are not limited to interactive journals, exit slips, tickets out, academic games, graphic organizers, and one-question quizzes.

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

The identified BEST practices at Deerfield Beach Middle School will be scaled up through:

- Strategy implementation feedback and best practices sharing in weekly PLCs as aligned to the C.A.R.E. instructional cycle, Marzano Seven Effective Practices for Instruction and the International Baccalaureate (IB) Learner Profiles.
- Teacher observation of practices in action through Open Classrooms - demonstration classroom s with expert teachers implementing the strategies in authentic and relevant settings.
- Academic coach and ESE and ESOL support staff utilizing the push-in instructional model to address the needs of the specified students.
- Academic coach and teacher co- planning, co-teaching and strategy modeling with and for teachers and students.

- Teachers will implement the RtI process within the general education classroom to monitor and make adjustments to the implementation of strategies through scaffolding approaches according to ESE and struggling student needs.
- The idea of rotational centers will be scaled up to include remediation and enrichment seminar centers amongst grade level cadre teachers within ELA disciplines, to maximize the student reach of expert teachers in specific need areas.

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.

2017-2018 Waiting on FSA data

School Improvement Plan (SIP)

School Name   Falcon Cove MS (3622)

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	1st2nd3rd4th5th	8/23/2017 - 5/23/2018	8:25 AM - 9:20 AM	6, 7, 8
PE/Fine Arts	Wednesday	1st2nd3rd4th5th	8/23/2017 - 5/23/2018	8:25 AM - 9:20 AM	6, 7, 8
World Languages PLC	Wednesday	1st2nd3rd4th5th	8/23/2017 - 5/23/2018	8:25 AM - 9:20 AM	6, 7, 8
Science PLC	Wednesday	1st2nd3rd4th5th	8/23/2017 - 5/23/2018	8:25 AM - 9:20 AM	6, 7, 8
ESE/Guidance	Wednesday	1st2nd3rd4th5th	8/23/2017 - 5/23/2018	8:25 AM - 9:20 AM	6, 7, 8
Social Studies PLC	Monday	1st2nd3rd4th5th	8/21/2017 - 5/21/2018	8:25 AM - 9:20 AM	6, 7, 8
Reading PLC	Monday	1st2nd3rd4th5th	8/21/2017 - 5/21/2018	8:25 AM - 9:20 AM	6, 7, 8

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Math PLC	Monday	1st2nd3rd4th5th	8/21/2017 - 5/21/2017	8:25 AM - 9:20 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	700	4.40	4.10	0.70	6.60	1.30
7	807	8.30	3.10	2.20	8.10	2.90
8	770	7.90	4.80	1.70	6.90	2.70

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

Bringing school-wide awareness to the importance of school attendance. The program "attendance counts" was aimed at spreading the word throughout the school about the importance of student attendance. Posters stating "attendance counts" were placed in the parent pick up areas and other high volume areas throughout the school.

Tutoring program for students who require additional support in mathematics and civics to increase student achievement. These students are identified by their FSA and EOC scores of Level 1 or Level 2 in Grade 6 through Grade 8.High school volunteers from Cypress Bay High school work with students primarily in the area of math. High school volunteers are from Mu Alpha Theta, National Honor Society and English Honor Society. Program is offered every Tuesday from 4-5:15 pm.

Grades 6-8 program to provide a peer tutoring for students who require additional support in English Language Arts (ELA)/Reading standards to increase overall student achievement as measured by FSA ELA. This program aims to primarily serve students who are in the lowest quartile students based on last year's FSA ELA data (grades 6-8). Program is offered every Wednesday from 4:00-5:00 pm.

The Latinos in Action Club will be mentoring ELL students that are struggling to adjust to a new educational system.

The Big Brother, Big Sister program targets 12-15 students who exhibit behavioral/attendance concerns. These students will be paired up with sophomore/juniors from the high school. High school students will work with middle school students and mentor them.

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 - 5/29/2018	2:00 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	2.5
Teaching and Assessing for Learning	3.0
Resources and Support Systems	2.86
Using Results for Continuous Improvement	3.0
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
3622_10252017_results.doc	October	A+ Funds	10/26/2017
3622_MS_AgendaMinutesSignIn_101117.pdf	October	A+ Funds	10/25/2017
Self-Assesment-17-18.pdf	October	None	10/18/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAC-ByLaws-17-18.pdf	October	None	10/18/2017
FCMS-Composition-Report.pdf	October	None	10/18/2017
SAF-Meeting-Dates.doc	October	None	10/18/2017
SAC-Meeting-Dates.doc	October	None	10/18/2017
SAC-ByLaws-17-18.pdf	October	SAC ByLaws	10/12/2017
3622_MS_AgendaMinutesSignIn_090617.pdf	September	Monitored	9/25/2017

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	672	8 of 21	19	58	115

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?

Social Studies

Social Studies teachers in each grade level cadre meet twice a week to unwrap each benchmark covered in every unit. Teachers discuss them and decide what should be covered in each assessment. They used the Test Item Specifications to determine which assessment questions were appropriate to measure student proficiency. Teachers created lesson plans to teach these concepts. This ensures continuity across grade level and that each bench mark was being taught properly.

As evidence, teachers in each grade level use multiple primary and secondary sources, and assess together using US Test Prep as part of the SMART process.

Math
To ensure classroom instruction is aligned to grade-level standards, teachers in that cadre review the MAFS Item Spec and align each question, on a common grade level assessment, to a standard. Many cadres are using USA Test Prep and My HRW, which aligns questions to standards for the common assessments.

Science

Science teachers will utilize common CARE assessments and journaling in classes. Science teachers will also use USA test prep to individualize remediation on grade level standards

Language Arts/Reading

ELA and Reading teachers in all grades ensure classroom instruction is aligned to grade-level LAFS by accessing and using lessons, strategies, and assessments found in Sharepoint's ELA Curriculum Pathways.

HMH Collections curricular materials and My HRW are also utilized by ELA teachers to plan and guide instruction of grade-level standards.

Reading teachers utilize National Geographic Inside curricular materials and online portals to guide instruction of grade-level standards.

CARE cycle data and minutes are used to ensure classroom instruction is aligned to grade-level LAFS.

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?

Social Studies
Teachers utilize Canvas and laptop carts, along with new textbook adoption materials to ensure all students have access to Standard-based informational texts.

Math
Teachers use online programs, USA Test Prep and My HRW to ensure students are receiving the necessary information beyond the textbook.

Science

Science teachers will collaborate to create common assessments that correctly measure proficiency on state benchmarks Science teachers will collaborate to create activities for students using composition notebooks.

World Languages

Spanish teachers will use and assign on line tutorials and extra practices from different sources; textbooks, canvas, on line based programs like " browardschoology".com, etc.

Language Arts/Reading

Classrooms throughout the school have access to Newsela and Discovery Education. Both of these resources focus on informational text in a variety of mediums and can be applied to any subject area. Newsela contains a database of informational text articles. Discovery Education contains both informational articles as well as informational video clips to connect to curriculum. Achieve 3000 is also a program all teachers can access to find and print informational articles on a variety of topics. In addition, all Reading classrooms as well as some ELA classrooms are infusing the entire Achieve 3000 informational text-based program into their curriculum

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?

English Language Arts- Reading/Writing
Science
Social Stuides-Civics EOC/Writing/Reading in Social Studies
Foreign Languages
Math

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?

Social Studies

A key to tackling and increasing student performance is to create lessons that are student-interest oriented. By making assignments more "interesting" with multiple components, student performance will increase.

Math

Program such as USA Test Prep and My HRW will be used to individually remediate and enrich student based on grade level standards. Determining remediation and enrichment is based on performance from common assessment for the CARE Cycle.

Science

Science teachers will utilize common assessments and journaling in classes.

World Languages

Reading and writing in Spanish and in French in the Three modes of communication: presentation, interpersonal, and interpretative.

Language Arts/Reading

English Language Arts - Reading teachers will differentiate instruction specific to each student's individual lexile reading level by utilizing the research-based program, Achieve 3000, to focus on reading informational text and writing skills.

English Language Arts and Reading teachers will also infuse the programs Newsela and Vocabulary.com into classroom instruction to enhance instruction and curriculum. -English Language Arts teachers will utilize the online tutorial, remediation, and enrichmentcomponents within the My HRW portal. USA Test Prep will also be utilized as needed to increase the reading proficiency for all students. -English Language Arts teachers will infuse the online elements of Google Classroom, CANVAS, or My HRW to create writing prompts and performance tasks where students can practice responding via computer. -English Language Arts and Reading teachers will incorporate two performance tasks per quarter.

English Language Arts and Reading teachers will connect complex text to novels throughout the year.

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

Social Studies

An important component in assessing BEST practices is to have data. Our data is informal and formal. Our informal data is using effective feedback to improve student achievement. In practical terms, it means that some assignments are collected and returned without grades, and students are then asked to resubmit after working on improving that particular skill. Formally, we are using US Test preparation and assessing students on standard-based questions. Students are then required to submit corrections using literacy. This means students write why they missed a particular question, where the correct answer can be found. We scale up BEST practices by challenging students with high level lexile readings, and base lessons using college and career readiness (i.e. LAF (Common Core) strategies).

Math

Teachers will provide higher order thinking and performance tasks for student who show growth and success in the grade level standards.

Science

Science teachers will collaborate to create common assessments that correctly measure proficiency on state benchmarks Science teachers will collaborate to create activities for students using composition notebooks.

World Languages

On line tutorials and extra practice from the already existing on line base program Browardschoology.com plus the implementation of self-assessments in two column format, with learning objectives and students' evidence is now the rule in all World Language Classes.

Language Arts/Reading

English Language Arts -Reading teachers will utilize the program, Achieve 3000, twice a week and will use guided reading and close reading strategies in conjunction with the complex text "stretch" articles which are embedded within the Achieve 3000 program. Reading teachers will utilize the FSA Challenge lessons found in Achieve 3000 with students to prepare for the FSA. -English Language Arts teachers will utilize the Close Reads, Interactive Whiteboard lessons and Level-Up tutorials within the My HRW portal as needed. ELA teachers will also infuse tutorials and lessons within the USA Test Prep program as needed to increase rigor and address the different remediation needs of all English Language Arts students. -English Language Arts teachers in all grade levels will infuse Google Classroom, CANVAS, or My HRW online writing prompts to

simulate FSA type writing situations where students can practice responding via the computer. These practices will enhance each student's writing skills, typing skills and computer navigation skills which are essential to FSA ELA proficiency.

Both English Language Arts and Reading classes will focus on students responding to text and using textual evidence to support responses. ELA teachers will require students to use parenthetical citations when quoting the text directly.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Create formative and summative assessments using multiple primary and secondary sources. Teachers will create these in PLCs on Wednesdays and Fridays.	Social Studies Teachers	4/30/2018	Social Studies PLCs will be utilized to explore how to incorporate more of these strategies	$0.00
Create formative and summative assessments using multiple primary and secondary sources. teachers will create these in PLCs on Wednesdays and Fridays.	World Language Teachers	4/30/2018	World Language's PLCs will be used to implement and explore how to incorporate more BEST practice strategies.	$0.00
Effective Journaling in Science, creating common assessments	Science Teachers	4/30/2018	Cadre groups will meet once a week to work together and create common assessments based on Test Item specifications and data from the Care Cycles. Cadre groups will meet once a week to discuss journaling strategies that will work for specific grade level topic	$0.00
During PLC time, ELA and Reading teachers will work in cadre groups to utilize various resources found in the Broward's Sharepoint ELA Pathway, CANVAS Commons, Newsela, Achieve 3000, Vocabulary.com, and other supplemental resource to work on the CARE cycle.	ELA Teachers	4/30/2018	English Language Arts and Reading PLCs will be utilized to explore various district and supplemental resources and plan lessons where students will analyze complex text in connection with other text being read.	$0.00
Common summative assessments, analysis of data, providing efficient enrichment and remediation using online tools, creating and sharing best practices in their PLC	Math Teachers	4/30/2018	Cadres will meet once a week for an hour to work together, create and share best practice. Teachers will also use allotted time to discuss and create strategies for enrichment and remediation.	$0.00

School Improvement Plan (SIP)

School Name Glades MS (2021)

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
Subject Area and Grade Level	Tuesday	1st2nd3rd4th	9/5/2017 - 6/6/2017	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)

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	431	5.10	6.50	3.60	24.90	6.40
7	428	5.80	11.70	2.80	23.70	9.30
8	457	6.10	6.30	4.20	15.50	5.70

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

Glades Middle School is using a variety of strategies to improve the academic performance of students who have been identfy by the early warning system.

There are a total of 16 over aged students, 2 homeless students, 5 students in foster care, 9 students with one or more suspensions, 86 students have been retained at least once in their educational career, 2 have been retained twice. 53.6% of the students are on Free and Reduced Lunch.

1. The School Wide Positive Behavior Plan (SWPBP) implementation is monitored quarterly by the SWPBP Committee using the dashboard data. Teachers and administrators will adjust strategies when increases in disruptive behavior occur. Individual students with three or more referrals per quarter are referred to RtI. The CPST team monitors these students.

2. Students failing two or more classes are referred to RtI and also to the Extra Help Thursday sessions. The guidance counselors meet individually with students in the second quarter that are in danger of failing the grade and develop individual academic success plans.

3. Additionally, each academic area is utlizing a variety of strategies to assist the lower achieving students:

- Mathematics - Peer tutoring - high performing mathematics students are pulled into a mathematics class, during their exploratory classes, to tutor struggling students one-on-one
- Science: Quarterly students receive additional instruction and support based on performance on the formatative assessment. This instruction can be remediative, reinforcing or enrichment.
- Reading and Social Studies jointly collaborate to allow for a range of comprehension and content reading strategies to be integrated into the Social Studies curriculum.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd	9/7/2017 - 5/17/2018	10:00 AM - 2:00 PM
Thursday	1st, 4th	9/7/2017 - 5/31/2018	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	2.67
Governance and Leadership	2.83
Teaching and Assessing for Learning	2.67
Resources and Support Systems	2.14
Using Results for Continuous Improvement	2.4

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

Glades Middle will work diligently with all stakeholders to increase our overall rating with a focus on a rigorous implementation of the tenets of the District's Strategic Plan: High-Quality Instruction, Continous Improvement, and Effective Communication. Glades Middle will also align all stakeholder initiatives with the BEST Blueprint. Specific strategies implemented will include more planning time during Professional Learning Community collaborations. Parent engagement events will be planned quarterly to target the diversified needs of all of our parents and students. We will continue to improve our communication efforts with weekly parent links, updating the website in a timely fashion and utilizing social media to connect with our community. We will also implement a feedback survey that will provide parents and visitors to provide the school with anonymous feedback about the customer service as well as a bulletin board in the Welcome Center that will be used to provide resources to all visitors to Glades Middle and serve as the nucleus for information and resources for all stakeholder groups.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Providing-Customer-Service-2017-2018-Sign-In-Sheet.pdf		10/19/2017

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-Minutes-10-05-17.doc	October	None	10/31/2017
SAC-Agenda-10-26-2017.doc	October	Monitored	10/31/2017
SAC-ByLaws-Amended.html	October	Developed	10/31/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Minutes-May-23rd.pdf	October	Developed	10/31/2017
SAC-Member-Sign-In-10-5-2017.pdf	October	None	10/31/2017
SAC-Guest-Sign-in-10-5-2017.pdf	October	None	10/31/2017
SAC-Agenda-10-5-2017.doc	October	None	10/30/2017
SAC-Composition-2017.html	October	Monitored	10/16/2017
SAC-ByLaws.html	October	SAC ByLaws	10/16/2017
SAC-SAF-Meeting-SCHEDULE-FOR-2017.docx	October	None	10/15/2017

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	595	8 of 63	2	64	128

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 participate in weekly PLC's where they are granted the opportunity to collaborate and develop effective strategies on providing standards based instruction to ensure the students meet the demands targeted. During the time allotted during PLCs, teachers will use the Item specifications, curriculum map and pacing guide to determine and support the learning needs of students. Teachers are then able to plan and prepare for effective scaffolding within lessons by grade level. To analyze the use of effective time, teachers create common formative assessments that align with the grade level standards to assess student learning. Teachers are responsible for submitting the data from these C.A.R.E. cycles to the Department Chair for each specific content area.   Based on the results of the common formative assessments, PLC Members develop lessons to enrich/remediate their common lessons for students who meet or exceed mastery.

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?

To ensure that students have access to informational text for each content area, students in Language Arts and Reading classess have access to NewsELA, Readworks.org, Vocabulary.com, Commonlit.com, Edcite, Flocabulary.com, Freerice.com. Students in Math have classes have access to Algebra Nation, Khan Academy, and TenMarks. In Science, teachers are able to engage their students using Gizmo, and PhET Simulations. Students in Social Studies, use ICivics as the online resource for students in and out of the classroom.

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?

Glades Middle School's most recent 2017 school data shows the following trends:

67% of the students demonstrated satisfactory or better performance.

Grade 6

61% of students demonstrated satisfactory or better performance

Reporting Categories Results

- Key Ideas and Details: 54% Proficient; 46% Less than Satisfactory
- Craft and Structure: 56% Proficient; 44% Less than Satisfactory
- Integration of Knowledge and Ideas: 63% Proficient; 37% Less than Satisfactory
- Language and Editing: 46% Proficient; 54% Less than Satisfactory
- Text Based Writing: 27% Proficient; 73% Less than satisfactory

Identified Strengths:

- Integration of Knowledge: 63% of students demonstrated satisfactory performance on the tested skills or benchmarks
- Craft and Structure: 56% of student demonstrated satisfactory performance on the tested skills or benchmarks

Identified Weakness:

- Text Based Writing: 73% of the students demonstrated less than satisfactory levels

?Grade 7

64% of students demonstrated satisfactory or better performance

Reporting Categories Results

- Key Ideas and Details: 72% Proficient; 28% Less than Satisfactory
- Craft and Structure: 52% Proficient; 48% Less than Satisfactory
- Integration of Knowledge and Ideas: 70% Proficient; 30% Less than Satisfactory
- Language and Editing: 56% Proficient; 44% Less than Satisfactory
- Text Based Writing: 18% Proficient; 82% Less than Satisfactory

Identified Strengths:

- Key Ideas & Details: 72% of students demonstrated satisfactory levels on the tested skills or benchmarks
- Integration of Knowledge & Ideas: 70% of student demonstrated satisfactory levels on the tested skills or benchmarks

Identified Weaknesses:

- Key Ideas: 82% of the students demonstrated less than satisfactory levels

Grade 8
70% of students demonstrated satisfactory or better performance

Reporting Categories Results

- Key Ideas and Details: 65% Proficient; 35% Less than Satisfactory
- Craft and Structure: 55% Proficient; 45% Less than Satisfactory
- Integration of Knowledge and Ideas: 67% Proficient; 33% Less than Satisfactory
- Language and Editing: 58% Proficient; 42% Less than Satisfactory
- Text Based Writing: 37% Proficient; 63% Less than Satisfactory

Identified Strengths

- Integration: 67% of students demonstrated satisfactory levels on the tested skills or benchmarks
- Craft and Structure:55% of students demonstrated satisfactory levels on the tested skills or benchmarks

Identified Weakness:

- Text Based Writing:63% of the students demonstrated less than satisfactory levels

Mathematics

- 66% of the students demonstrated satisfactory performance.

  ### Grade 6
  56% of the students demonstrated satisfactory performance.

Reporting Categories:

- Statistics and Probability: 60% Proficient; 40% Less than Satisfactory
- Geometry: 17% Proficient; 83% Less than Satisfactory
- Number System: 58% Proficient; 42% Less than Satisfactory
- Expressions and Equations: 56% Proficient; 44% Less than Satisfactory
- Ratios and Proportional Relationships: 63% Proficient; 37% Less than Satisfactory

Identified Strengths

- Ratios and Proportional Relationships: 63% of the students demonstrated on satisfactory performance on tested skills and benchmarks

Identified Weakness

- Geometry: 83% of the students demonstrated less than satisfactory performance

Grade 7
56% of the students demonstrated satisfactory performance.

Reporting Categories:

- Statistics and Probability: 56% Proficient; 44% Less than Satisfactory
- Geometry: 38% Proficient; 62% Less than Satisfactory
- Number System: 63% Proficient; 37% Less than Satisfactory
- Expressions and Equations: 42% Proficient; 58% Less than Satisfactory
- Ratios and Proportional Relationships: 36% Proficient; 64% Less than Satisfactory

Identified Strengths
Number Systems: 63% of students demonstrated satisfactory performance on the tested skills and benchmarks

Identified Weakness

Ratios and Proportional Relationships: 36% of students scored less than satisfactory
Grade 8
52% of the students demonstrated satisfactory performance.

Reporting Categories:

- Statistics and Probability, and the Number System: 64% Proficient; 36 Less than satisfactory
- Geometry: 40% Proficient; 60% Less than satisfactory
- Expressions and Equations: 39% Proficient; 61% Less than satisfactory
- Functions: Mastery - 43% Proficient; 57% Less than satisfactory

Identified Strengths

Statistics and Probability: 64% proficient

Identified Weakness

Expressions and Equations: 61% of students scored less than satisfactory

Algebra

91%of the students demonstrated satisfactory performance.

Reporting Categories:

- Algebra and Modeling: 64% proficient; 43% of students scored less than satisfactory
- Functions and Modeling: 82% proficient; 19% of students scored less than satisfactory
- Statistics and the Number System: 70% proficient; 30% of students scored less than satisfactory

Identified Strengths

Functions and Modeling: 82% proficient

Identified Weakness:

Algebra and Modeling: 43% of students scored less than satisfactory

Geometry

100% of the students demonstrated satisfactory performance.

Reporting Categories:

- Congruence, Similarity, Right Angles and Trigonometry: 85% Proficient; 15% of students less than satisfactory
- Circles, Geometric Measurement, and Geometric Properties with Equations: 71% proficient; 28% of students scored less than satisfactory
- Modeling with Geometry: 45% proficient; 55% of students scored less than satisfactory

Identified Strengths

- Congruence, Similarity, Right Angles and Trigonometry: 85% Proficient

Identified Weakness

- Statistics and the Number System: 55% of students scored less than satisfactory

Science

53 % of the students (364) who took the SSA demonstrated satisfactory or better performance. 97% of students demonstrated staifactory or better performance in Biology.

Reporting Category Results

Nature of Science: 62% proficient; 38% Less than satisfactory
Physical Science: 74% proficient; 26% Less than satisfactory
Life Science: 65% Proficient: 35% Less than satisfactory
Earth & Space Science: 66% Proficient; 34 Less than satisfactory

Strength: Physical Science; 74% proficient
Weakness: 38% of students less than satisfactory

Civics (Grade 7 only)

79% of all students demonstrated satisfactory or better performance.

Reporting Category Results:

- Origins and Purposes of Laws and Governments: 65% Proficient, 35% Less than Satisfactory
- Roles, Rights, and Responsibilities of Citizens: 62% Proficient; 38% Less than Satisfactory
- Government Policies and Political Processes : 62% Proficient; 38% Less than satisfactory
- Organizations and Functions of Government: 71% proficient; 29% Less than satisfactory

Strengths :

- Organization and Function; 71% of students proficient

Weaknesses

Roles, Rights & Responsibilities of Citizens and Government Policies and Political Process; 38% of students scored less than satisfactory.

<u>Goals</u>

Reading:

Sixth through eighth grade students scheduled in an intensive reading class will increase 10 points in their percentile score by May 2018 as measured by the Florida Assessments for Instruction in Reading (FAIR) through the Florida Progress and Reporting Network (PMRN).

English Language Arts/Reading Literacy:

The number of ELA students scoring proficient or higher on the five tested benchmarks will raise from 67% to 70% based on Common Formative Assessments and Writing Prompts given in each grade level.

Mathematics:

In the 2017-2018 school year, data from teacher created Common Formative Assessments (CFA) developed at DOK level 3 or higher will show that 70% of students will master the standard(s) tested in 6th-8th grade Math. Mastery is considered to be receiving a score of 70% or higher. This data will be collected bi-quarterly and will be used to restructure instruction by providing remediation/enrichment to students through the use of Khan Academy, small group learning centers, and direct explicit instruction.

Science:

In the 2017/2018 School Year, the number of 8th-grade students demonstrating proficiency on combined Science and Biology Assessment through a score of 70 percent or higher on the Science Curriculum Assessment will increase from 60 % to 67% by May 2017.

Civics:

In the 2017/2018 School Year, the percentage of 7th-grade students demonstrating satisfactory or better levels on the Common Formative Assessment will increase from 80% to 84%. The students demonstrating less than satisfactory levels of their skills or benchmark understanding will decrease by 5%.

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 aligning with the BEST Blueprint, Glades Middle will implement initiatives that improve teaching and learning in the following ways:

English Language Arts and Reading Literacy

- Teachers will engage students in using close reading strategies with complex texts along with text-dependent questions and performance tasks aligned to the Language Arts Florida Standards (LAFS) for their particular grade level.
- English Language Arts (ELA) and Reading teachers implement instruction to support student success with LAFS.
- ELA and Reading teachers utilize data to differentiate and scaffold instruction to increase student performance.
- o Teachers provide students with extensive writing opportunities in both Argumentative and Expository essays in order to prepare students for the Florida Standards Assessment in ELA.?

Mathematics

- Mathematics teachers utilize data to differentiate and scaffold instruction to increase student success with the Mathematics Florida standards (MAFS).
- Mathematics teachers present rigorous lessons that pursue conceptual understanding, procedural skills and fluency, and application with equal intensity.
- Mathematics teachers increase the use of meaningful problem-solving investigations to develop new mathematical understandings.
- Mathematics teachers engage students in solving and discussing tasks that promote mathematical reasoning and problem solving which allows for varied solution strategies.
- Mathematics teachers facilitate discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments
- Mathematics teachers utilize models or representations to manipulate and communicate mathematical ideas that support students in making connections among mathematical ideas, understanding computations, and solving problems.

Science

- Science teachers will present rigorous lessons that incorporate differentiated inquiry learning to support student success with the NGSSS standards.
- Science teachers will integrate reading literacy strategies to reinforce science concepts to support student success with the NGSSS standards.
- Science teachers utilize data to differentiate and scaffold instruction to increase student success with the NGSSS standards.

Civics:

- Teachers will engage students in using close reading strategies with complex texts along with text-dependent questions and performance tasks aligned to the Language Arts Florida Standards (LAFS) for their particular grade level.
- Civics teachers utilize data to differentiate and scaffold instruction to increase student success with the Civics Florida Standards.
- Teachers will present rigorous lessons to support student success with the Civics Florida Standards.

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

English Language Arts (ELA) and Reading

Strategies to facilitate the process of engaging students in using close reading strategies along with text-dependent questions:

- Teachers receive professional development regarding standards, assessment, and instructional methods via weekly Professional Learning Communities.
- Using supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading.
- Teachers will utilize the Collections Pathways provided by the district.
- Administrator visits classroom(s) and provides feedback to teacher(s) and literacy coach, and administrator and literacy coach collaborate to determine next steps.
- Principals, in conjunction with the Literacy Coach and the Administrator over Reading/ELA department monitor students' close reading of a complex text by reviewing strategies and student samples as evidence of implementation.
- Principal and Administrator will attend PLC meetings.
- Assistant Principal for Reading/ELA meets with Curriculum Leader at least twice a month during to develop strategies appropriate for their content and students.

Strategies to facilitate the English Language Arts (ELA) teachers implement instruction to support student success with LAFS.

- English Language Arts (ELA) teachers follow a pacing calendar for focusing on the same LAFS.
- ELA teachers will implement grade-specific exemplar lessons aligned to the LAFS and including tasks designed using Florida Standards Assessment (FSA) test item specification and additional online resources individually researched or provided by the Curriculum Leader.
- ELA teachers attend various trainings during summer or throughout the school year to analyze student work from exemplar lessons and plan for instruction based on student data. Resources on this content are also shared by the Curriculum Leaders.
- Curriculum Leader will support teachers with implementing the instructional shifts required by the Florida Standards.
- Formative Assessments aligned to Florida Standards are used in grades 6-12 through a pre-test, mid-test, and post-test administered in ELA, Reading, and Social Studies classes respectively.
- ELA teachers in grades 6-8 will use newly adopted curriculum aligned to LAFS from various purchased resources or web-based programs.
- Curriculum Leader will hold writing workshops with 6th-grade teachers to model exemplar lessons to drive up FSA scores in writing.

Strategies to facilitate the utilization of data by the ELA and Reading teachers to differentiate and scaffold instruction to increase student performance.

- Teachers meet in PLCs weekly to review student data including responses to tasks and plan text-dependent questions, close reading, and skill/strategy based groups to implement with students to support their success with complex text.
- Administrators encourage teachers to allow students to struggle and work through vocabulary and comprehension using appropriate strategies.
- Using supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading.
- Administrators monitor and support the implementation of reading programs– including the use of grade-appropriate complex texts in reading intervention classes, typically during small group instruction.
- Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.
- Curriculum Leader will conduct individual meetings with teachers to check on the students' progress.

Teachers provide students with extensive writing opportunities in both Argumentative and Expository essays in order to prepare students for the Florida Standards Assessment in ELA.

- Teachers use FSA writing rubrics in their classrooms.
- ELA teachers will use data sheet created by Curriculum Leader for collecting and assessing writing, reviewing student data, and guiding instruction.
- ELA and Reading teachers and students in grades 6-8 will utilize a variety of online platforms designed to help students recognize plagiarism in their own work, check for proper English conventions, and apply reading strategies and skills learned in the classroom in order to be successful in the Florida Standards Assessment.

Mathematics
Strategies that facilitates the utilization of data to differentiate and scaffold instruction to increase student success with the Mathematics Florida standards (MAFS)

- Teachers meet in professional learning communities by grade level to collaborate on planning lessons and sharing best practice.
- Teachers meet, in professional learning communities, by grade level to examine student responses on individual test items (questions) in order to assess overall student performance and to make instructional decisions.
- Teachers incorporate the utilization of learning centers to increase student success with MAFS.
- Teachers Increase availability of tutoring for students, utilizing such strategies as peer-led tutoring, push-in and pull-out, and teacher-led tutoring, to increase student success with MAF.
- Teachers incorporate the utilization of digital learning resources, such as Khan Academy and Ten Marks, to increase student success.

Strategies that facilitates mathematics teacher's ability present rigorous lessons that pursue conceptual understanding, procedural skills and fluency, and application with equal intensity

- Teachers provide all students access to mathematical tasks at a variety of rigor levels emphasizing the use of the mathematical practices.
- Teachers incorporate games into the curriculum in order to provide opportunities for students to deepen their mathematical understanding and reasoning.

Strategies that facilitates mathematics teacher's ability to increase the use of meaningful problem-solving investigations to develop new mathematical understandings.

- Teachers use problems to provide intellectual challenges in order to enhance students' mathematical understanding and development of mathematical skills.

Strategies that facilitates mathematics teacher's ability engage students in solving and discussing tasks that promote mathematical reasoning and problem solving which allows for varied solution strategies.

- Teachers use a variety of discussion strategies such as whole group discussion, partner talk, and questioning to promote mathematical reasoning and problem solving.

Strategies that facilities the mathematics teachers use of discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments

- Teachers use a variety of discussion strategies such as whole group discussion, partner talk, and questioning to promote mathematical reasoning and problem solving.

Strategies that facilities Mathematics teacher utilization models or representations to manipulate and communicate mathematical ideas that support students in making connections among mathematical ideas, understanding computations, and solving problems

- Teachers incorporate manipulatives into the instructional setting, in order to provide students a way to do mathematics in a concrete manner as they developmental transition between the Concrete Operational stage and the Formal Operational stage of cognitive development.

Science
Strategies to facilitate the efforts of the science teachers in presenting rigorous lessons that incorporate differentiated inquiry learning to support student success with the NGSSS standards.

- Teachers meet in professional learning communities by grade level to collaborate in planning lessons and sharing best practices.

Strategies to reinforce science concepts to support student success with the NGSSS standards

- Teachers will develop/plan remediation, reinforcement, and enrichment activities to review content from Life Science, Space Science and Earth Science and Physical Science.
- Teachers use developed activities to hold "extra help sessions" for students based on their identified proficiency, using the formative assessment data.
- Teachers use a variety of reviewing activities, including vocabulary activities, to reinforce concepts in Life Science, Earth Science and Space Science.

Strategies to facilitate the utilization of data, by Science teachers, in order to differentiate and scaffold instruction to increase student success with the NGSSS standards.

- Teachers meet in professional learning communities weekly to review student data on science benchmarks.
- Teachers use the common formative assessment data to identify students for instructional intervention strategies.

- Teachers use a variety of instructional intervention strategies, that include listening, speaking, reading, and writing to remediate, reinforce and enrich student understanding of NGSSS standards.
- Teachers use a variety of instructional intervention strategies, including listening, speaking, reading, and writing vocabulary activities, to reinforce concepts in Life Science, Earth Science and Space Science.

To facilitate the integration of reading literacy strategies for the purpose of reinforcing science concepts to support student success with the NGSSS standards.

Teachers use a variety of instructional strategies, that include listening, speaking, reading, and writing and vocabulary activities such as graphic organizer, utilization of cloze activities, word walls, accountability talk, and vocabulary games, and deliberate teaching of prefixes, suffixes and root words.

Civics:

Strategies to facilitate the engagement of students in using close reading strategies with complex texts along with text-dependent questions.

- Teachers utilize primary sources that evolve higher order thinking when answering text-dependent questions.
- Teachers incorporate the use of reading strategies to interpret the information found in the complex text.

Strategies to utilize data to differentiate and scaffold instruction and to present rigorous lessons to increase student success with the Civics Florida Standards.

- Teachers meet in professional learning communities to collaborate in planning lessons and sharing best practices.
- Teachers will plan remediation, reinforcement, and enrichment activities.
- Teachers meet in professional learning communities weekly to review student data on science benchmarks.
- Teachers collaborate, with Reading Literacy teachers and coach, to share best practices to integrate reading strategies in the curriculum.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
	Mr. Santana, Mr. Henderson, Ms. Fatout, Ms. B. Hope, Ms. G. Vega, Ms. A. Coby, Ms. C. McMahon, Ms. N. Apollon, Ms. S. Navamuel,	5/31/2018		

School Improvement Plan (SIP)

School Name   Indian Ridge MS (3471)

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	Tuesday	2nd4th	8/14/2017 - 4/15/2018	8:35 AM - 9:25 AM	6, 7, 8
Science	Thursday	2nd4th	8/14/2017 - 5/17/2018	8:35 AM - 9:25 AM	6, 7, 8
Social Studies	Thursday	2nd4th	8/14/2017 - 5/17/2018	8:35 AM - 9:25 AM	6, 7, 8
Enrichment	Tuesday	2nd4th	8/14/2017 - 5/15/2018	8:35 AM - 9:25 AM	6, 7, 8
Reading	Thursday	1st2nd3rd4th	8/14/2017 - 5/17/2018	8:35 AM - 9:05 AM	6, 7, 8
ELA	Thursday	1st3rd	8/14/2017 - 5/17/2018	8:35 AM - 9:25 AM	6, 7, 8
ESE/Guidance	Tuesday	2nd4th	8/14/2017 - 5/15/2018	8:35 AM - 9:35 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	664	8.10	3.00	4.70	16.20	6.20
7	622	8.80	10.00	4.30	19.80	8.50
8	639	13.10	9.10	5.60	17.70	10.00

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

- Daily Report
- Stress pass
- Peer tutoring
- Parent/Teacher Conferences
- Student Conferences
- Plan set up by Guidance
- Small group instruction
- 504 Accommodations
- ESE accommodations as designated by the IEP
- ESOL Strategies
- Mentoring
- Consultation with guidance and teachers
- Alternate scheduling
- Double-block Reading classes
- Level One Math classes
- Progress Monitoring through USATestPrep

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th	8/16/2017 - 6/6/2018	10:00 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	3.0
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.

At Indian Ridge we plan to address our deficient situations by closely monitoring our CFA's & PLC's. We will be using the district's personnel to
assist us in staff developments for Math, Science and Reading. All departments will be accountable via Data Chat with all classroom teachers. At the
end of January we will do a mid-year evaluation to assess student and teacher progress.

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
3471_IRMS_SAF_Agenda_Minutes_Sign_in_R_101017.pdf	October	Developed	10/20/2017
3471_IRMS_SAC_Agenda_Sign-in_Minutes_101017.pdf	October	Developed	10/20/2017
3471_IRMS_SAC_Composition_2017_2018.pdf	October	Developed	10/11/2017
IRMS_SAF_-Meeting_Dates_2017-2018.pdf	October	Developed	10/4/2017
IRMS_SAC_-Meeting_Dates_Revised-1.pdf	October	Developed	10/3/2017
3471_IRMS_SAC_Agenda_Minutes_Sign_in_092617.pdf	September	Developed	9/28/2017
3471_SAC-_ByLaws_2017_2018.pdf	September	SAC ByLaws	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
7	626	15 of 61	3	105	210

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?

- Instructional Focus Calendar
- CFA's
- Lesson Plans
- Classroom Observations
- Data Chats with Teachers
- Subject Area PLC's
- Staff Development

Evidence

- Portofolios
- Observations
- Monitoring of the CFA's
- BSA
- USATestPrep Reports

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?

- Computer carts in core classrooms
- Digital Literacy Learning Systems such as Moby Max, GMetrix and IC3Spark
- News ELA

- 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?

IRMS continues to focus on Mathematics. IRMS want to maintain the high degree of performance we achieved last year in the performance in all grades. We want to maintain this progress this school year to ensure this trend continues. IRMS will also be focusing on ELA 7th grade as evidence showed an area of weakness.

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?

- Based on FAIR score results the reading coach identified weaknesses by grade level and addressed reading strategies to improve reading scores by individual teachers based upon reading strands.
- Improve analysis of student data by all staff.
- Better match teachers with specific groups of students based upon their academic need.
- Staff develoopment through PLC's on the application of the depth of Knowledge Levels. Test Item Specification, Modeling Strategies and Remediation strategies.
- Targeting specific students to address their academic needs with "pull out" programs.

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

Best Practices will be shared and discussed during Professional Learning Communities to:

- Engage in professional conversations regarding student achievement and data.
- Sharing and modeling with peers best instructional practices and methodologies.
- Engaging in student/teacher and teacher/administration conversations regarding academic progress.

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.

- Indian Ridge's overall improvement from last year was a 61 point increase, the highest in Broward County.
- The increase is mainly attributable to the increase in acceleration points.
- We had 100% passing rate in Geometry, Algebra and 99% passing rate in Biology which had 159 students taking the exam.
- Our increased scores were also due to the learning gains in our math curriculum.
- Our lowest quartile students showed over 20% improvement over the previous year.

Strategies used:

- Accepting students for the advanced H.S. credit classes who demonstrated the ability to be successful in the programs. Higher participation rate and higher positive results.
- Lowest quartile gains: assigning teachers who truly wanted to teach the low end students, teachers who were detailed oriented and yet were nuturing to students who need the extra attention.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
"Pull out" activities, Staff Development through PLC's, Modeling strategies and Remediation strategies.	Administration, Department Heads, Reading Coach	5/18/2018		$15,000.00

School Improvement Plan (SIP)

School Name   Lauderdale Lakes MS (1701)

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
Reading	Thursday	1st2nd3rd4th	9/7/2017 - 5/24/2018	1:50 PM - 2:40 PM	6, 7, 8
ELA	Thursday	1st2nd3rd4th	9/7/2018 - 5/24/2018	12:04 PM - 12:54 PM	6, 7, 8
Social Studies	Thursday	1st2nd3rd4th	9/7/2018 - 5/24/2018	12:04 PM - 12:54 PM	6, 7, 8
Electives	Thursday	1st2nd3rd4th	9/7/2017 - 5/24/2018	10:40 AM - 11:30 AM	6, 7, 8
Science	Thursday	1st2nd3rd4th	9/7/2017 - 5/24/2018	9:49 AM - 10:39 AM	6, 7, 8
Language B (Spanish)	Thursday	1st2nd3rd4th	9/7/2017 - 5/24/2018	8:56 AM - 9:46 AM	6, 7, 8
Math	Thursday	1st2nd3rd4th	9/7/2017 - 5/24/2018	8:03 AM - 8:53 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	307	20.20	26.10	4.60	55.40	27.70
7	282	26.60	43.30	7.80	59.60	40.10
8	343	22.70	29.40	2.30	55.20	27.70

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

We currently use the early indicators below to coordinate resources to meet the challenges of our students:

Parents are contacted by phone to ascertain the reason for any unexcused absences and excessive (5 or more) tardiness when parents have not reported the absence. Such reasons are documented by the school. This supports Florida Statute 1003.24, "Each school in the district must determine if an absence or tardiness is excused or unexcused according to criteria established by the district school board".
Five Day warning letter – Five day warning letters are generated by the district office.
Social Work home visits will occur when attempts to reach parents by phone are unsuccessful.
Individual Counseling and referral to community agencies for needed resources.
Referral to CINS/FINS will occur when students are chronically absent (15 or more unexcused absences) and no success with previous interventions.

In addition, the counseling department has created daily schedules that include the following

- Multi-Tiered System of Supports to meet with individual students struggling in the areas of behavior, attendance or academics
- Attendance and Academic intervention chats and next steps with individual students
- Parent Conferences for student with little to no improvement in grades, attendance or behavior
- Students with two or more Ds or Fs are put on a Daily Grade Monitoring Sheet until grades improve to a C or better
- Students in the lowest 25% and level 2 students attend motivational coach sessions and are on daily progress sheets

Additionally, academically we implement the following strategies:
* Baseline data: personalized and strategic scheduling for students
* Weekly PLCs and Power Hour
* Data Chats: Twice a month for data analysis with Leadership Team, Departments and Instructional Teams
* I-Ready Diagnostic
* FAIR Assessments (3 times per year)
* Progress Monitoring: PMRN, Mini Assessments, and FSA Simulation
* Mid-year: Diagnostic Assessment for Reading (DAR Word List and Fluency)
* Ongoing Professional Development to include the four week instructional growth cycle.
*ELA and Science will use Compass Learning Odyssey and USA Test prep for progress monitoring and remediation purposes. Compass will be utilized for Earth space, Life and Physical Science while USA Test prep will be used for Biology.
*Math will utilize i-Ready

In addition, the counseling department has created daily schedules that include the following

- Multi-Tiered System of Supports to meet with individual students struggling in the areas of behavior, attendance or academics
- Attendance and Academic intervention chats and next steps with individual students
- Parent Conferences for student with little to no improvement in grades, attendance or behavior
- Students with two or more Ds or Fs are put on a Daily Grade Monitoring Sheet until grades improve to a C or better

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	9/19/2017 - 5/29/2018	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	3.0
Governance and Leadership	3.67
Teaching and Assessing for Learning	3.75
Resources and Support Systems	3.86
Using Results for Continuous Improvement	4.0
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
1701_10312017_SACBYLAWS.pdf	October	SAC ByLaws	10/31/2017
SAF-Bylaw-(LLMS)-(1).docx	October	A+ Funds	10/12/2017
SAC-dates-2017-2018.docx	October	A+ Funds	10/12/2017
1701_SAC-Composition-Report_10102017.docx	October	A+ Funds	10/12/2017
1701_SAF-agenda10102017.docx	October	A+ Funds	10/12/2017
1701__SAC-agenda10102017.docx	October	A+ Funds	10/12/2017
1701_10102017_1701_SAC-sign-in.pdf	October	A+ Funds	10/12/2017
1701_10102017_1701_Guest-SAF-sign-in.pdf	October	A+ Funds	10/12/2017
1701_09192017_1701_SAF-agenda.docx	October	A+ Funds	10/12/2017
1701_09192017_1701_SAC-agenda.docx	October	A+ Funds	10/12/2017
1701_09192017_1701_SAC-agenda-sign-in.pdf.docx	October	A+ Funds	10/12/2017
1701_Guest-SAC-sign-in_10102017.pdf	October	A+ Funds	10/12/2017

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	420	17 of 36	1	64	127

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?

Lauderdale Lakes IB World Middle Scholl ensures that classroom instruction is aligned to the grade-level Florida Standards through evidenced based planning and lesson implementation. During Power Hour, teachers collaborate utilizing the item specifications, the instructional focus calendar, the district resources such as use of Cpalms and Sharepoint. This is evident by teachers turning in their weekly lesson plans (Standard DNA), board configuration, observations, progress monitoring through Pinnacle viewing standard indicator assignments and a study of student work samples during PLC meetings.

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?

All core instructional content areas will utilize NEWSELA and Achieve3000 to expose students to a range of informational complex text and a variety of mediums and genres. Both applications monitor students from their current Lexile Levels and monitors there progression.
Additionally, coaches will provide PD to all content area teachers on effective reading strategies and annotating text to ensure that informational texts are dissected and a deepened understanding of the text is achieved.

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?

By May 2018, the number of students scoring proficient in Science will increase from 30% in 2017, to 40% in 2018, as demonstrated by the Science Assessment.

By May 2018, the number of students scoring proficient in Math will increase from 34% in 2017, to 40% in 2018, as demonstrated by the Florida Standards Assessment in Math.

By May 2018, then number of students scoring proficient in Language Arts will increase from 30% in 2017, to 37% in 2018, as demonstrated by the Florida Standards Assessment in Reading.

These content areas will be the focus for improvoing student acheivement becuase it is our goal to increase from 47% (C) in 2017, to 54% (B) in 2018.

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 will be scaled-up to improve teaching and learning in order to increase performance within the SES Band is through embracing the shifts aligned to the Florida Standards. In ELA the shifts are text complexity, evidence, and knoledge and in Math the shifts are rigor, focus, and coherance.

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

We will ensure that the shifts are being implemented through collaboration on the Standard DNA lesson plan, targeted small group instruction (remediation/enrichment), increased effective Professional Developments, obtaining additional support from the district, reviewing and giving feedback on observations and lesson plans (discussion board), targeted extended learning opportunities (ELO).

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Standard DNA, Power Hour, PLCs	Jill Slesinski	10/10/2017		

School Improvement Plan (SIP)

School Name New Renaissance MS (3911)

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
3911 Science 6-8	Tuesday Thursday	1st2nd3rd4th5th	8/14/2017 - 5/15/2018	8:35 AM - 9:20 AM	6, 7, 8
3911 Reading 6-8	Tuesday Thursday	1st2nd3rd4th5th	8/14/2017 - 5/15/2018	8:35 AM - 9:20 AM	6, 7, 8
3911 Social Studies 6-8	Tuesday Thursday	1st2nd3rd4th5th	8/14/2017 - 5/15/2018	8:35 AM - 9:20 AM	6, 7, 8
3911 Mathematics 6-8	Tuesday Thursday	1st2nd3rd4th5th	8/14/2017 - 5/15/2018	8:35 AM - 9:20 AM	6, 7, 8
3911 Language Arts 6-8	Tuesday Thursday	1st2nd3rd4th5th	8/14/2017 - 5/15/2018	8:35 AM - 9:20 AM	6, 7, 8
3911 ESE 6-8	Tuesday Thursday	1st2nd3rd4th5th	8/14/2017 - 5/15/2018	8:35 AM - 9:20 AM	6, 7, 8
3911 Unified Arts 6-8	Tuesday Thursday	1st2nd3rd4th5th	8/14/2017 - 5/15/2018	8:35 AM - 9:20 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	443	8.10	19.00	3.60	42.00	12.40
7	399	4.30	16.00	1.80	52.40	14.00
8	423	4.70	9.00	1.70	40.80	7.30

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

The implementation of the C.A.R.E. cycle by classroom teachers helps to ensure that all students receive the support needed to improve academically. In the classrooms, the teachers use common formative assessments (CFA) to determine mastery of content area standards. Daily remediation periods give students time to remediate benchmarks that were not mastered. Teachers collaborate during PLCs ad common planning periods. The guidance team provides indicdual counseling and include students in the RtI process, when appropriate.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	8/14/2017 - 6/8/2018	8:35 AM - 9:20 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	3.3
Governance and Leadership	3.17
Teaching and Assessing for Learning	3.42
Resources and Support Systems	3.29
Using Results for Continuous Improvement	3.2

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

Use various communication means including phone calls, emails, texts, and the school website to communicate with all stakeholders our shared values. Increase participation by all stakeholder group collaboration with New

Renaissance Middle School stakeholders and other schools in our cadre. Teaching and Assessing for Learning: Use of Common Formative Assessments to continue to monitor not only student progress but in Resources and Support Systems. Ensure all teacing positions are filled with highly qualified teachers who are provided with essential materials. Maintaining a facility which is conducive to student learning. Ensuring adequate technology is available. Use of Results for Continuous Improvement. Ensure that teachers have time to collaborate with each other and administration to analyze data during PLC meeting. Encourage use of data to create remediation and enrichment activities.

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.pdf	October	SAC ByLaws	10/30/2017
SAC-October-17-.17-Minutes.docx	October	SAC ByLaws	10/27/2017
Committee-Membership-2017.pdf	October	SAC ByLaws	10/17/2017
October-17.17-SAC-attendance.pdf	October	SAC ByLaws	10/17/2017
Sac-bylaws-17-18.pdf	October	SAC ByLaws	10/4/2017
SAC-DATES-2017-18.doc	October	None	10/3/2017
SACAugust2017-minutes.docx	September	None	9/18/2017
SAC-may-2017-meeting-minutes.docx	August	None	8/30/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAC-guest-sign-in-sheet-8.29.17.pdf	August	None	8/30/2017
SAC-attendance-8.29.17.pdf	August	None	8/30/2017

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	422	53 of 82	1	105	209

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?

As evidenced in the SES Band Data, ELA, Mathematics, and Science will be the focus for improving student achievement.

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?

Students are able to use the district's Single Sign On platform to access adopted textbooks for each subject area. These can be accessed online via computer and on cellular devices. Online providers such as Khan Academy and iReady provide other mediums of academic support for students.

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?

ELA and Mathematics will be the focus for improving student data. These areas were chosen becuase of the amount of points needed in each content area to advance the school's grade to a "B" at the end of the year. Student achievement data from the FSA for both content areas was taken into consideration.

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 1 and 2 will be scaled up to improve teaching and learning in order to increase performance within the SES Band.

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

The teachers will collaborate with other teachers in their SES and share best practices. Teacheres will also use CFA data to identify benchmarks in most need of remediation. Teachers will be trained in every level of the RtI process in order to better identify students in most need of Tier II and III strategies.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Professional Development based on the needs of the instructional staff	Leadership team/ Guidance	12/4/2017	District training as well as outside resources (Canvas, TIF V, Subject areas)	$10,000.00

School Improvement Plan (SIP)

School Name   New River MS (0881)

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
8th Grade Science	Monday Wednesday	1st2nd3rd4th	8/21/2017 - 6/7/2018	9:30 AM - 10:20 AM	8
8th Grade ELA	Monday Wednesday	1st2nd3rd4th	8/21/2017 - 6/7/2018	10:50 AM - 11:35 AM	8
8th Grade US History (Wednesday PLC takes place at 11:50 am too 12:30 pm	Tuesday Thursday	1st2nd3rd4th	8/21/2017 - 6/7/2018	8:40 AM - 9:20 AM	8
8th Grade Math	Monday Wednesday	1st2nd3rd4th	8/21/2017 - 6/7/2018	3:10 PM - 3:55 PM	8
8th Grade Reading (Thursday PLC takes place from 11:45-12:30	Monday Thursday	1st2nd3rd4th	8/21/2017 - 6/7/2018	11:45 AM - 12:35 PM	8
7th Grade Civics	Monday Thursday	1st2nd3rd4th	8/21/2017 - 6/7/2017	2:15 PM - 2:55 PM	7
7th Grade Math (Wednesday PLC takes place from 3:10-3:55)	Monday Wednesday	1st2nd3rd4th	8/21/2017 - 6/7/2018	8:40 AM - 9:20 AM	7

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
7th Grade ELA (Thursday PLC takes place from 1:15 to 2:00	Monday Thursday	1st2nd3rd4th	8/21/2017 - 6/7/2018	3:00 PM - 3:55 PM	7
7th Grade Reading (Wednesday) PLC takes place from 10:50 am to 11:35 am	Tuesday Wednesday	1st2nd3rd4th	8/21/2017 - 6/7/2018	2:15 PM - 2:55 PM	7
7th Grade Science	Tuesday Thursday	1st2nd3rd4th	8/21/2017 - 6/7/2018	11:45 AM - 12:30 PM	7
6th Grade World History (Thursday PLC takes place from 9:30-10:20	Monday Thursday	1st2nd3rd4th	8/21/2017 - 6/7/2018	8:40 AM - 9:20 AM	6
6th Grade Reading	Monday Tuesday Thursday	1st2nd3rd4th	8/21/2017 - 6/7/2018	2:15 PM - 2:55 PM	6
6th Grade Math	Monday Thursday	1st2nd3rd4th	8/21/2017 - 6/7/2018	3:10 PM - 3:55 PM	6
6th Grade Science	Tuesday Thursday	1st2nd3rd4th	8/21/2017 - 6/7/2018	2:15 PM - 2:55 PM	6
6th Grade ELA	Tuesday Thursday	1st2nd3rd4th	8/21/2017 - 6/7/2018	10:50 AM - 11:35 AM	6
Marine Science (Tuesday PLC takes place from 4:00 to 4:35 pm)	Monday Tuesday	1st2nd3rd4th5th	8/21/2017 - 6/8/2018	8:40 AM - 9:20 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	529	10.80	26.30	1.10	44.00	21.40
7	531	12.10	18.10	0.60	41.50	15.10
8	509	15.90	28.50	1.60	40.10	20.40

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

In the classroom, teachers use Common Assessments to determine mastery of standards. Remediation activities are provided for students who have not mastered benchmarks. Teachers have implemented the CARE model to provide additional academic support. Teachers plan collaboratively during PLC and Common Planning times. The guidance team provides individual counseling and include students in the RtI process when needed. In addition, students who are identified by the early warning system are enrolled in the DIVE program and are using the LEAPS curriculum in the classroom.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	8/21/2017 - 6/7/2018	9:45 AM - 10:45 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	3.33
Teaching and Assessing for Learning	3.08
Resources and Support Systems	3.43
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 school leadership team will continue to discuss the school and district vision with all stakeholders and use it as a guide for all decision-making processes. Leadership will continue to analyze data to identify barriers and initiate improvement steps that increase the number of students who reach proficiency in all subject areas and across all grade levels. The school has developed an action plan indicating goals related to all students, which are included in the SIP. The school leadership team will continue to analyze data quarterly to monitor and evaluate progress toward meeting SIP goals related to inclusive practices in the school. All stakeholder groups will continue to be represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school, as noted in the SIP.   In terms of teacher growth and development, the school will continue to foster learning amongst teacher groups through collaborative planning sessions and weekly PLCs. New information related to effective teaching strategies and the Florida Standards

will be disseminated at faculty meetings, through collaborative planning, and in our professional learning communities.The school will continue to provide access to the SIP on the school website and on request in the front office. Finally, the school will work to increase parental and community input on inclusive practices via surveys, interviews, parent nights, and other community activities.

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
0881_SAF_AGENDA_11022017.docx	November	None	10/31/2017
0881_SAFSIGNIN_10052017.pdf	October	None	10/31/2017
0881_SACSIGNIN_10052017.pdf	October	Monitored	10/31/2017
SAF_Calendar-17-18.docx	October	None	10/18/2017
0881_SACBYLALWS.pdf	October	SAC ByLaws	10/18/2017
SAC-Calendar-17-18.docx	October	A+ Funds	10/17/2017
0881_SAC_Comp.pdf	October	A+ Funds	10/17/2017
NRMS-SAC-10052017.docx	October	None	10/12/2017
0881_SAF_BYLAWS.docx	October	SAF ByLaws	10/12/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAF_10052017_agenda.docx	October	SAF ByLaws	10/12/2017
SAC_10052017_agenda.docx	October	A+ Funds	10/12/2017
NRMS-SAF-Meeting-Minutes-05042017.docx	October	SAF ByLaws	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
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?

SES Band Data indicates that Reading and Math should be a focus for improving student achievement. We are seeking to increase the percentage of students scoring level 3 or higher in ELA and Math as reported on the FSA.

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 Professional Learning Community model will be scaled up amongst grade level and content areas to increase performance within the SES Band. Particular attention will be given to the "Super 7" strategies that demonstrate results in Reading and Math. NRMS will collaborate with Apollo Middle to learn more about their reading and writing clinics. The literacy coach will observe writing clinics in action.

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?

BEST practices including PLC and RtI will be scaled up through continued training and peer support. Video recording of exemplary lessons occurs. Teachers are encouraged to peer evaluate each other's lessons.

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?

Intensive training in reading across the curriculum provided by the Reading Coach and district support personnel will be implemented in an effort to create upward movement in Reading Scores in all grade levels.

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

Language Arts and Reading PLC's will identify those reading strategies and instructional outcomes that produce the best results in their classes. Those strategies and outcomes will be replicated and modified as needed to all other curriculum areas.

School Improvement Plan (SIP)

School Name   Parkway MS (0701)

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
8th Grade ELA	Wednesday	1st2nd3rd4th5th	8/28/2017 - 5/28/2018	12:42 PM - 1:32 PM	8
7th Grade ELA	Wednesday	1st2nd3rd4th5th	8/28/2017 - 5/28/2018	10:16 AM - 11:06 AM	7
6th Grade ELA	Wednesday	1st2nd3rd4th5th	8/28/2017 - 5/28/2018	8:28 AM - 9:18 AM	6
8th Grade Reading	Thursday	1st2nd3rd4th5th	8/28/2017 - 5/28/2018	12:42 PM - 1:32 PM	8
7th Grade Reading	Thursday	1st2nd3rd4th5th	8/28/2017 - 5/28/2018	10:16 AM - 11:06 AM	7
6th Grade Reading	Thursday	1st2nd3rd4th5th	8/28/2017 - 5/28/2018	8:28 AM - 9:18 AM	6
City Elementary	Friday	1st2nd3rd4th5th	8/28/2017 - 5/28/2018	9:22 AM - 10:12 AM	3, 4, 5

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
6th & 7th Grade Advance/GEM	Thursday	1st2nd3rd4th5th	8/28/2017 - 5/28/2018	10:16 AM - 11:06 AM	6, 7
8th Math	Thursday	1st2nd3rd4th5th	8/28/2017 - 5/28/2018	10:16 AM - 11:44 AM	8
7th Grade Math	Thursday	1st2nd3rd4th5th	8/28/2017 - 5/28/2018	9:22 AM - 10:12 AM	7
6th Grade Math	Friday	1st2nd3rd4th5th	8/28/2017 - 5/28/2018	7:30 AM - 8:20 AM	6
8th Grade Social Studies	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/28/2018	12:42 PM - 1:32 PM	8
6th Grade Social Studies	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/28/2018	8:28 AM - 9:18 AM	6
7th Grade Social Studies	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/28/2018	10:16 AM - 11:06 AM	7
8th Grade Science	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/28/2018	11:48 AM - 12:38 PM	8
7th Grade Science	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/28/2018	9:25 AM - 10:12 AM	7
6th Grade Science	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/28/2018	7:30 AM - 8:24 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)						
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
3	15	13.30	6.70			6.70
4	26	11.50				
5	31	3.20			3.40	
6	544	8.60	21.70	21.70	49.80	26.50
7	512	13.10	19.90	19.30	49.80	26.00
8	429	13.50	23.30	25.20	47.80	28.90

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

Strategies employed include:
1. Utilizing the CARE process to identify students who are in of academic support based on formative assessments results
2. Teachers providing remediation in the specific standards that students need support in
3. Students are placed on a daily academic progress monitoring report that is turned into their counselor at the end of each week. This report has to be signed by the parent each day.
4. Students are provided with opportunities to attend tutoring on a Saturday or attend one of our aftershcool programs (21st century or YMCA) where they are able to receive additional academic support

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 3rd, 5th	9/6/2017 - 5/23/2018	8:01 AM - 10:00 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
Governance and Leadership	3.17
Teaching and Assessing for Learning	2.92
Resources and Support Systems	2.43
Using Results for Continuous Improvement	2.4

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

Parkway Middle School will spend the 2017/2018 school year working to improve our overall accreditation rating. The school will continue to work towards effectively communicating our purpose and direction to all of our stakeholders. We will continue to work with our department chairs to ensure that they are running their departments effectively and that teachers are implementing the Florida Standards with fidelity. Our administrators will continue to work at providing quality instructional leadership to our teacher leaders so that they may be impactful with the staff as they strive to assist them with implementing effective instructional strategies in the classroom. We will continue to improve at progress monitoring our students to ensure that they are achieving mastery on both formative and summative assessments. We will also continue to progress monitor our teachers to ensure that they are using student data to make sound instructional decisions. Parkway will continue to provide resources to its teachers so that they may be able to deiliver a quality 21st centure education to students, therefore preparing them to be college or career ready.

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
SAC-composition.pdf	November	SAC ByLaws	11/2/2017
0701_SAC_AGENDA-AND-MINUTES_10_10_2017.docx	October	Monitored	11/2/2017
SAC-sign-in-10-10-17.pdf	October	Monitored	11/2/2017
SAFmtgdates.docx	October	SAF ByLaws	10/26/2017
PMS-SACBylaws2017-18.doc	October	SAC ByLaws	10/26/2017

File Name	Meeting Month	Document Type	Uploaded Date
SACmtgdates.docx	October	SAC ByLaws	10/20/2017
0701_SAC_MINUTES_10_10_2017.docx	October	Monitored	10/20/2017

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
0	N/A				

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?

We ensure that classroom instruction is aligned to grade-level Florida Standards by having weekly PLCs in each department that focus on lesson planning, BEST practices, data disaggregation, and the analyses of student work. In these PLCs facilitators work to ensure that lessons are aligned to the Florida Standards and that the instruction and classroom activities are also aligned. Through consistent classroom observations, administration is able to monitor that classroom instruction is aligned and teachers are providing feedback that is also aligned.
Evidence collected include lesson plans, classroom observation data and and PLC minutes.

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 will ensure that students have access to inofrmationat text for each content area by implementing a school wide literacy plan and working to train content area 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?

As evidence by the SES band data, the content area that will be the focus for improving student achievement is English Language Arts And Science. These areas were chosen as 39% in ELA and 42% were proficient on the 2016-17 FSA and FCAT Assessment and only 37% in the lowest quartile made 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?

1. Facilitation of student tracking in all content areas and classroom.
2. Implementation of D.I.
3. Increasing the level of rigor as determined by the content standards
4. Increase student motivation and engagement.

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

1. Facilitation of student tracking in all content areas and classroom

   - Professional Development based on learning goals and scales and student tracking will be provided
   - School-wide student progress monitoring will be developed and impemented
   - Students will use progress monitoring tools to track their individual progress
   - Administration will monitor progress throughout classroom observation

2.. Implementation of D.I.

   - Professional development utilizing varies elements of differentiated instruction will be provided
   - Administration will monitor progress through classroom walkthroughs and observations

3. Increasing the level of rigor as determined by the content standards

   - Professional development on rigorous instruction will be provided
   - Teachers will provide a level of instruction that iwll enable students to engage in rigorous tasks
   - Administration will monitor progress through classroom walkthroughs and observations,

4. Increase student motivation and engagement

   - We will celebrate success and student improvement in common assessment tracking

- Offer incentives to increase engagement and motivation
- Classrooms more competitive

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 best practices that were scaled up to improve teaching and learning are:

1. Facilitation of student tracking in all content areas and classrooms
2. Implementation of D.I.
3. Increasing the level of rigor and determined by the content area
4. Student engagement and motivation by teacher and administation implementation of student incentive program.

Instruction implication for each are listed below:

FACILITATION OF STUDENT TRACKING

Description of Strategy/Activy:
A best practiced that was scaled up to improve teaching and learning is the **facilitation of student tracking** in all content areas and classroom. This strategy involves teachers faciliating tracking of student progress on one or more learning goals using a formative approach to assessment.

Rationale of Implementaion (Research):
Fuchs and Fuchs, authors of *The Effects Systematic Formative Evaluation;* A Meta-Analysis published in 1986 issue of Exceptional Children, found that teachers who provided students with graphic displays of their scores on formative assessments were associated with a 26% percentile point gain in achievement. According to Robert Marzano, the author of *The Art and Science of Teaching*, *published in 2007*, there is a 34% increase in the probability of increasing student achievement when students are able to track and monitor their own progress.

(Outcome):
By June of 2018, approximately 50% of the entire teaching staff were attempting to implement this strategy.

Implementation of Differentiated Instruction:

Description of Strategy/Activity:
A best practice that was scaled up to improve teaching and learning is the routine **implementation of Differentiated Instruction** as a form of instruction, remediation, and enrichment for meeting the individualized needs of diverse learners in a classroom. According to the Researchers at the National Center on Accessing the General Curriculum, Differentiated Instruction is a process to approach teaching and a process to approach teaching and learning for students of differing abilities in the same class. The intent is to maximize each student's growth and idividual success by meeting each student where he or she is...rather than expecting students to modify themselves for the curriculum.

Rationale for Implementation (Research):
According to the results of research published in a 2008 issue of Preventing School Failure, there are positive results for full implementation of differentiated instruction in mixed-ability classrooms. In one three-year study, Canadian scholars, participating in the Alberta Initiative for School Improvement, researched the application and effects of differentiated instruction in K-12 classrooms. They found that differentiated

instruction consistently yielded positive results across a broad range of targeted groups. Compared with the general student population, students with mild or severe learning disabilities received more benefits from differentiated and intensive support, especially when the differentiation was delivered in small groups or with targeted instruction.

Tieso, the author of an article titled, "The effects of goruping practices and curricular adjustments on achievement", found that differentiated instruction was effective for keeping high-ability students challenged in heterogeneous classrooms. Students who were taught using a differentiated curriculum and placed in various groups according to their performance level demonstrated significantly higher achievement on the post-test than did high-performing students who were taught whole-class instruction.

Outcome:
By June 2018, less than 50% of the entire teaching staff were implementing this strategy, making it a part of the classroom culture. At Parkway Middle we have been working with teachers on this strategy and those who have implemented it effectively have been met with student success. We will continue to work with all teachers so that this practice becomes the norm in the school.

Increasing the Level of Rigor as Determined by the Content Standards:

Description of Strategy/Activity:
A best practice that was scaled up to improve teaching and learning is the **Increasing the level of rigor as determined by the content standards**. Rigor, as defined by Barbara Blackburn, is creating an environment in which each student is expected to learn at high levels, each student is supported so that he or she can learn at high levels, and each student demonstrated learning at high levels. In a rigorous classroom, every student is provided high levels of support that position them to thrive and be successful in their classrooms.

Rationale for Implementation (Research):
According to a study conducted by Klem and Connell in 2004, by the time students are in high school, as many as 40-60% of them become chronically disengaged from school depending on their reaction to challenges. Those that perceive a situation as challenging, as opposed to those feeling threatened or not challenged, actively persist through the use of effort, strategic thinking, problem solving, information seeking and experimentation. This is the essence of what should happen in a student-centric, rigorous classroom. In a rigorous environment, teachers methodically empower students to successfully own their learning at the highest levels of complexity.

Research reveal that the lack of rigor within the schools and classrooms can be contributed to three main obstacles: (1) a misunderstanding of the true meaning of rigor; (2) a lack of understanding if the purpose for increasing rigor; and (3) an resistance from teachers, students and/or parents that stems from a lack of knowledge and relevancy with respect to rigor.

Anticipated Results (Outcome):
By June2018, less than 50% of the entire teaching staff was able to accurately define rigor, see the need for rigor, and implement with fidelity strategies for increasing rigor in the classroom. Our expectation is that Rigor will become a usual part of the classroom culture.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
During PLCs instructional coaches will work with teachers on using data to implement small group instruction in their classes. Coaches and district support personnel will also model lessons for teachers, observe implementation and offer feedback.	Instructional coaches, Department chairs, Administration	6/1/2018	Professional Development will be provided to teachers during PLCs and after school	$5,000.00
Unpacking the standards, so that teachers will be able to understand how to develop lessons, assign activities and give feedback that is aligned to the standard or standards being taught	Instructional coaches, Department Chairs, Administation	6/1/2018	Teachers will be provided professional development during their PLCs and after school	$5,000.00

School Improvement Plan (SIP)

School Name   Pines MS (1881)

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
1881 Unified Arts 608	Monday	1st2nd3rd4th5th	8/14/2017 - 5/15/2018	8:05 AM - 8:35 AM	6, 7, 8
1881 Math 6, 1881 Math 7, 1881 Math 8, 1881 Science 6, 1881 Science 7, 1881 Science 8	Thursday	1st2nd3rd4th5th	8/14/2017 - 5/15/2018	8:05 AM - 8:50 AM	6, 7, 8
1881 ELA 6, 1881 ELA 7, 1881 ELA 8, 1881 Reading 6-8, 1881 SS 6, 1881 Civics7, 1881 SS 8	Tuesday	1st2nd3rd4th5th	8/14/2017 - 5/15/2018	8:05 AM - 8:50 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	339	9.40	19.80	14.20	45.70	21.20
7	313	11.20	27.20	15.30	41.80	28.80
8	379	7.70	20.30	10.60	32.50	17.20

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

Our level 1 and 2 Math students will spend Tuesdays working on iReady lessons prescribed and targeted to areas of weakness. Khan Academy is available for students as needed to reteach weak areas.
Math and ELA teachers have been trained in and use learning stations to differentiate instruction based on student needs and to intervene with at risk students in small groups..

Science, Social Studies, and Language Arts teachers are teaching a lesson using Achieve3000 biweekly and Reading teachers are teaching with the program weekly to increase student lexile levels as part of a blended learning approach. This program differentiates for each student; as they read the article at their level and then a "stretch" level.
All teachers offer extended learning opportunities at least once a week including tutoring, and standards practice.

At risk students are offered special invitations to our after-school/Saturday Camps in Writing, Reading, and Math.
Our most at risk students are assigned a mentor (Brother Mac) to progress monitor.
ESE Support Facilitators collaborate with the content area teachers using a hybrid push-in/pill-out model.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 3rd, 5th	8/31/2018 - 6/1/2108	9:15 AM - 11:15 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	3.0
Governance and Leadership	3.0
Teaching and Assessing for Learning	3.0
Resources and Support Systems	3.14
Using Results for Continuous Improvement	3.0

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

Pines Middle School is taking specific steps to increase our overall ratings. Our teachers have been teamed to be able to work with individual and small groups of students for the purposes of offering resources and support,

and also to provide strategies for teaching and assessing knowledge. Teachers will have access to professional development opportunities within and outside the district, as well as curriculum development time in school, to continue to add rigor to their teaching and to ensure they are guiding students toward mastery. Our PLCs this year are focusing on areas of needed remediation so all of our students show growth. Faculty and administration are always monitoring "who is getting it, who is not, and what are we doing to get them there".

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
Pines-Middle-School-SAC-SAF-Schedule.docx	October	A+ Funds	10/18/2017
SAC-Composition-Report-Fall-2017.pdf	October	Monitored	10/16/2017
PInesM_SAFsignin_100517.pdf	October	Monitored	10/10/2017
PinesM_SAF_AGENDA_100517.docx	October	Monitored	10/10/2017
PInesM_SACsignin_100517.pdf	October	Monitored	10/10/2017
PInesM_SACminutes_100517.pdf	October	Monitored	10/10/2017
PinesM_SACbylaws_100517.pdf	October	SAC ByLaws	10/10/2017
PInesM_SAC_agenda_100517.docx	October	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	444	54 of 73	6	141	281

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 has developed an Instructional Focus calendar to ensure that classroom instruction is aligned to grade-level standards. PLCs meet by grade and department to determine which standards are being focused on and how mastery will be assessed. Teachers give common assessments which are used as evidence that the instruction is aligned to the standards. Administrators and Coaches also visit classrooms to ensure the Focus calendar is being followed, that the teaching meets the rigor of the standards. They also review the common assessment data and follow up that teachers are providing needed remediation and offering 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?

Pines Middle is rich in technological resources. We have (12?) computer labs and (20?) carts of laptops. Pines continues to purchase the Achieve3000 program which offers informational text aligned to each student's individual lexile level. We are also this year introducing Newsela, which offers informational text and primary source materials at multiple lexile levels. Students access tutorials from Kahn Academy , CPalms, and Study Island for Science. Students also have access to district resources through 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?

Pines Middle maintained but did not improve our standing within our SES band, ranking 51st of 83 schools. Our percentage of students meeting high standards and making gains in Math both declined slightly last year. Math is our top priority focus this year. Our ELA scores did slightly increase in terms of meeting high standards and learning gains, but we are not satisfied with those scores and are focused on increasing those numbers again this year. Pines Middle is a school that counts on high scores in learning gains to boost our school standing. We plan to scale up our Best Practices in ELA and Math to achieve learning gains of 60% of our students in those areas.

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?

We implemented iReady for Math for part of last year for only our lowest 25%ile students. That is the only group in Math that showed an increase in learning gains. We are purchasing more licenses for the Math Department to use to target and correct our students' deficiencies in Math.

Our ELA department has revised its Instructional Focus Calendar to include more rigorous reading aligned to FSA from the Collections textbook. We also did not hit State and District averages across the board in the category of Key Ideas and Details and will use additional resoucres to build that skill.
Our Science department will use Study Island to reinforce benchmarks on FCAT 2.0
We will continue our use of Vocabulary.com and Achieve3000 across the content areas to raise student lexile scores.
Teachers have been trained in the use of learning stations to differentiate instruction to target student areas of weakness at their instructional level.

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

ELA and Reading teachers received training in the Spring of 2017 on best practices for implementing Learning Station in their classrooms. This August all teachers participated in a training during preplanning on setting up and implementing learning stations. Pines teachers will more frequently use Learning Stations this year, especially in ELA and Math to be able to work with small groups of students and focus on individual needs and bringing students to standards mastery.
ELA teachers have implemented the RACE (Restate, Answer, Cite, Explain) strategy and it is being used across the content areas to strengthen student writing and reading scores as students build the habit of mind of always backing up their statements with evidence.

Math teachers will implement iReady Tuesdays where students will complete individually prescribed assignments to strengthen their Math skills. Students will access Khan Academy as needed for tutorials.

ELA, Reading, Science, and Social Studies received an updated training in Achieve3000 to more effectively use the program to increase mastery of literacy skills and build content area knowledge.
Science teachers will continue to monitor student progress through CFAs and the use of Study Island to continue to increase our proficiency score in 8th grade.
Civics teachers are receiving new ancillary materials to ensure their students continue to be successful on the EOC.
Students in our Sustainability Class engage in project-based learning.

PLCs in all areas will analyze CFA data to target needed areas of remediation and focus instruction on key standards.

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.

We are waiting on 2017 - 2018 FSA/FCAT2.0/EOC data.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Use the RACE Constructed Response strategy to build the habit of mind of citing text	ELA, Content, and Reading teachers, Literacy Coach, Administration	5/15/2018	with Literacy Coach through PLCs	
Purchase ancillary materials to reinforce tested benchmarks	Civics teachers, administrator	5/15/2018		$1200 for books
Use of Study Island to reinfoce weak benchmark areas	Administration, Science Department Chair	5/15/2018	Train 2 teachers new to the department	$2,000.00
iReady will be expanded from our lowest 25%ile in 6th grade (only group to show growth) to all level 1 and level 2 math students.	Administration, Math Department Chair	5/15/2018	Training for 8 Math Teachers	$500 for training, $5,000 for software
Teachers will be trained in and will implement learning stations with tasks tied to individual student weaknesses.	Administration, Literacy Coach, Department Chairs	5/1/2018	ongoing, with teachers visiting classrooms of master teachers	$1,000.00

School Improvement Plan (SIP)

School Name   Pioneer MS (2571)

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 Communities	Wednesday Friday	1st2nd3rd4th5th	8/30/2017 - 5/18/2018	8:15 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	504	6.10	8.30	1.80	2.00	3.80
7	473	10.10	4.70	2.30	12.00	4.90
8	477	8.60	6.30	10.30	9.80	7.50

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.

- RtI committee meets twice a month to review intervention for struggling students
- BASIS is used to document strategies and differentiated instruction
- PLC groups analyze student assessments and implement instructional strategies and activities based on the CARE cycle
- Peer Counselors are assigned to struggling students to provide one-on-one tutoring

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	1:45 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	3.33
Governance and Leadership	3.83
Teaching and Assessing for Learning	3.33
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.	

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
Pioneer-SAF-September-28-Minutes.pdf	November	None	11/1/2017
September-28-SAC-Sign-In-Sheets.pdf	November	Monitored	11/1/2017
October-26-SAC-Sign-In-Sheets.pdf	October	Monitored	11/1/2017
Pioneer-SAF-Agenda-October-26.pdf	October	SAF ByLaws	11/1/2017
October-26-2017-SAC-Agenda.pdf	October	Monitored	11/1/2017
September-28-School-Advisory-Council-Minutes--.pdf	November	Monitored	11/1/2017
September-28-SAC-Meeting-Agenda.pdf	November	Monitored	11/1/2017
Pioneer-SAF-Agenda-September-28.pdf	October	None	10/24/2017
2017---2018-Pioneer-Middle-Behavior-Plan.pdf	October	Monitored	10/20/2017
2017-2018-SAC-Committee-Membership.pdf	October	Monitored	10/18/2017
Pioneer-Middle-SAF-Bylaws.pdf	October	SAF ByLaws	10/18/2017
2017-2018-SAC-ByLaws.pdf	October	SAC ByLaws	10/17/2017
2017-2018-SAC-Meeting-Dates.pdf	October	Monitored	10/17/2017

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
8	617	20 of 39	-617	59	118

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 classroom instruction is aligned to grade-level Florida Standards by following the District developed curriculum guide. Evidence is collected in the form of differentiated assessments which can include quizzes/tests, oral presentations, visual aides, and District recommended performance tasks.

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 ensures students have access to informational text by using NewsELA and other valid external news outlets such as Sun-Sentinel Newspaper in Education, Miami Herald Newspaper in Education and the New York Times Newspaper in Education. All of these sources include both text base and visual mediums to present the information.

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 content area that the school is focusing on for improving student achievement is Science. This is based off of last year's FCAT data that placed Pioneer at 52% proficient.

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 are interactive notebooks, pairing of 6th and 7th grade standards with relatable 8th grade standards, using FCAT style questions on quizzes and tests, and reviewing and reinforcing the big ideas from the 6th and 7th grade curriculum.

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

The BEST Practices that will be scaled-up are by using the CARE Cycle, differentiated instruction, interactive notebooks, tactile labs and remediation as necessary.

School Improvement Plan (SIP)

School Name   Pompano Beach MS (0021)

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
Reading	Tuesday	1st2nd3rd4th5th	8/22/2017 - 6/5/2018	8:30 AM - 9:00 AM	6, 7, 8
Math	Tuesday	1st2nd3rd4th5th	8/22/2017 - 6/5/2018	8:30 AM - 9:00 AM	6, 7, 8
Science	Tuesday	1st2nd3rd4th5th	8/22/2017 - 6/5/2018	8:30 AM - 9:00 AM	6, 7, 8
Language Arts	Tuesday	1st2nd3rd4th5th	8/22/2017 - 6/5/2018	8:30 AM - 9:00 AM	6, 7, 8
Social Studies	Tuesday	1st2nd3rd4th5th	8/22/2017 - 6/5/2018	8:30 AM - 9:00 AM	6, 7, 8
Enrichment/Magnet	Tuesday	1st2nd3rd4th5th	8/22/2017 - 6/5/2018	8:30 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	393	5.60	30.00	4.80	46.50	24.70
7	373	10.20	11.80	8.30	48.20	15.80
8	321	13.40	20.60	9.00	35.90	18.10

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

Early Warning Indicators

- lack of interest in education and alienation from school
- falling behind academically in school
- fear of violence on the way to school or at school
- alienation from authority
- lacks parental supervision
- lack of parental support for education
- drug and alcohol abuse
- working long hours while attending school, resulting in chronic exhaustion
- lack of significant consequences for failure to attend school
- problems at home that require supervising younger children or helping dysfunctional adults

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	10/12/2017 - 5/30/2018	10:00 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	4.0
Governance and Leadership	3.83
Teaching and Assessing for Learning	3.25
Resources and Support Systems	3.57
Using Results for Continuous Improvement	3.8
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Sign-In-Oct-2017.pdf	October	None	10/25/2017
SAC-MInutes-Oct..docx	October	None	10/25/2017
2017-2018-SAC-Composition.pdf	October	Monitored	10/18/2017
2017-2018-SAC-By-Laws.pdf	October	SAC ByLaws	10/18/2017
2017-2018-SAC-Meeting-Dates.docx	September	None	10/13/2017
SAC-Agenda-Sept.-Minutes.docx	September	Monitored	10/13/2017
SAC-Sign-In-Sept-2017.pdf	September	Monitored	10/13/2017

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	431	49 of 82	1	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?

We practice standard driven instruction. Content areas meet in professional learning communities to deconstruct the standards and collaborate to devise high yield instructional stratagies and activities. Evidence is found in the PLC meeting minutes, teacher lesson plans and data collection.

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 community is training teachers to create blended learning classrooms that will allow the students to receive instruction in class and via electronic means. Currently, teachers are creating content and supplying it via CANVAS which is the district's online instructional delivery system. From here, students can access their assignments and the web based academic programs.

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?

According to the most recent FSA testing results, we declined significantly in achieving learning gains on the reading test. Not withstanding the decline, PBMS is still at the top of our SES band in gains in ELA. Nevertheless, striving for excellence, the staff has made it our mission to get back to having an average gain percentage that outpaces the district average. This will be done through SEL supportive practices, collaborating and celebrating the success of all learners.

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?

We are looking more specifically at learning gains this year in order to make sure that every student is receiving personalized instruction. This will be done by scaling up our use of data to compare preassessment data with common formative assessment data and identifying the point gains between the two. Data will be collected for every standard and benchmark. Now students that don't exhibit gains will be offered extended learning oppportunities.

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

Providing students progress monitoring and goal tracking sheets in order to empower them to be responsible for their own learning. This combined with online instructional programs that they can utilize from home really enable students to maximize their achievement and improvement by identifying the areas that showed the biggest room for improvement.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

School Improvement Plan (SIP)

School Name Rickards MS (2121)

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
Collaborative Team Meetings	Tuesday Thursday	1st2nd3rd4th	8/22/2017 - 6/5/2018	8:20 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)

		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	307	8.10	18.40	13.00	52.30	24.50
7	310	9.00	33.20	9.00	53.50	29.40
8	341	10.30	26.40	10.30	49.70	24.00

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

James S. Rickards Middle School uses Common Assessments developed through Quia for our progress monitoring tool and the F.A.I.R. Test for monitoring in Reading. The instructional cycle is a 4 week cycle. Based on students identified needs they may receive differentiated instruction in the classroom. If it becomes apparent that the student is not progressing towards school and district goals, the student is then identified as needing supplemental assistance in the area of concern. For students of academic concern in the area of Math, at a Tier 2, the student will use I-Ready in a small group setting for 45 minutes per week. When it appears that the student continues to not progress towards the school goal, the student will then receive Tier 3 interventions which include 1 on 1 Math Instruction with the Math Coach. For Reading, the same cycle and approach is taken. The struggling student would enter Tier 2 interventions which include small group instruction for 30 minutes and Tier 3 would facilitate small group for 60 minutes.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th	9/6/2017 - 5/30/2018	10:00 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
Governance and Leadership	3
Teaching and Assessing for Learning	3.25
Resources and Support Systems	2.86
Using Results for Continuous Improvement	3
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
RMS-SAC-Composition_2017.pdf	October	None	10/31/2017
October_SAC_Sign-in.pdf	October	None	10/31/2017
September_SAC_Sign-in.pdf	October	None	10/31/2017
RMS_October_Agenda.pdf	October	Developed	10/11/2017
RMS_SAC-Dates_2017_2018.pdf	October	None	10/3/2017
SAC_Minutes_Sept_17.pdf	September	Developed	9/28/2017
SAC_Sept_Agenda_17.pdf	September	Developed	9/28/2017
SAF_ByLaws_17.pdf	September	SAF ByLaws	9/28/2017
SAC_ByLaws_17.pdf	September	SAC ByLaws	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

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	382	70 of 82	4	125	249

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?

Literacy Department
Lesson plans are created fully aligned to the grade-level Florida Standards. Classroom instruction is focused on the standards and all lessons are based around an overarching Learning Goal which is based on Florida Standards. Teachers develop lesson plans in their Professional Learning Community (PLC) and supported by the department chair and coach to ensure alignment to grade level state standards.

Mathematics Department
We lesson plan together using a backwards design process. We begin with the standard that will be taught , and using the student data, we will plan lessons that help students succeed. Lesson plans will be collected to ensure that we are differentiating instruction and including standards based strategies that are effective. We utilize walkthroughs and classroom visits to monitor and ensure that instruction is aligned to grade level Florida Standards. We also closely monitor our student's common assessments to see where there may be gaps in instruction and use this data to prepare lesson plans for instruction.

Social Studies Department
The social studies department utilizes the curriculum map in each grade level, which maps out the standards teachers will implement throughout the school year. The social studies department uses the Florida standards in ELA, reading, writing as well as the Florida Civics standards for 7th grade. The social studies department uses Quia as a tool to collect data for summative assessment, which teachers can collect evidence by standard to determine where teachers need to remediate and/or enrich students after testing. Teachers also utilize Canvas, USA Test Prep and Florida Civics EOC workbooks to collect formative assessment data, which are all aligned to Florida state standards.

Science Department
The Science Department looked at curriculum for each grade level and constructed Instructional Focus Calendars that build up to the 8th grade curriculum. Student achievement will be measured by 2018 Science FCAT scores. As common formative assessments are given, we look at the data to identify student needs. Instruction is modified to meet student needs based on data from the CFAs. During data discussions in our PLC, the science department will engage in vertical team planning, where, based on CFA data, 8th grade teachers will collaborate with 6th and 7th grade teachers to identify areas of weakness on which 6th and 7th grade teachers can concentrate.

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?

<u>Literacy Department</u>
Students have access to informational text for each content area through the media center and other resources. Students have access to student editions of newspapers and magazines in addition to informational text available for digital download to student devices through the media center. Teachers ensure students can navigate digital resources from classroom-based laptops and student-owned devices within lessons on digital literacy. This is partly accomplished through the integration of curriculum into the online learning management system Canvas. In addition to the rich informational text provided, students have access to relevant informational text online using Newsela.com. Newsela is used in Literacy courses and other content areas. The courses that allow students to earn a digital tool for IC3 integrates Newsela text to help students across grade levels learn about careers and interests they identified using Naviance. Another web-based tool being used is Everfi which connects learning to the real world by equipping users with the skills they need for success beyond the classroom. It is informational text that supports both reading skills, ability to learn about different careers and make real world connections, and is supportive of Social Emotional Learning (SEL). Teachers use vocabulary from the content being taught to create lists in Vocabulary.com on which students practice these words lists in order to learn vocabulary terms and broaden their lexicon.

<u>Mathematics Department</u>
The mathematics deparment uses the i-Ready program to ensure students have access to informational text for each content area. In addtion we have a mathematics club that meets weekly to prepare student to compete in district mathematics competitions.

<u>Social Studies Department</u>
Teachers use a vast amount of resources that are not limited to:

- USA Test Prep
- Homework Help in the media center after school from 3:45-4:45 p.m.
- Civics EOC Review workshops for students after school in the 3rd quarter
- JA World workbooks
- Vocabulary.com
- Computer access in the classroom and in the media center
- Recordex & Promethean board technology
- Core and supplementary materials via Canvas, Sharepoint and Onedrive

<u>Science Department</u>
Science will be utilizing videos, Kahoot, quizlet, and Gizmos, which is an online simulation program, aligned with state content standards.

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?

<u>Literacy Department</u>
Literacy is focused on improving student achievement in the area of English Language Arts as measured by the FSA. Within this area, Literacy is focused on the lowest quartile of student achievement in ELA. This area was chosen because of a loss of points in this area on the 2017 FSA administration.
<u>Mathematics Department</u>
Last year 70% of our 6th grade ELL students were level 1, 57% of our 7th grade ELL Students were Level 1

and 82% of our 8th Grade ELL students were level 1. We also found that 31% (down 16%) of our lowest 25% population were found to be proficient.

In the mathematics department, we will be focusing on our lowest 25% and our ELL population to assist with improving student achievement. This area was selected because we realized that our students in this population were failing to make achievement on the mathematics exam. We will be monitoring their progress and working with them in smaller groups to make sure that these students do not continue to fall through the cracks.

Social Studies Department

The percentage of students who scored a level 1 in the FSA ELA assessment in 2015-16 was 45.4% in 6th grade, 52.7% in 7th grade and 38.9% in 8th grade. In 2016-17 school year, 6th grade students rose to 52.3%, 7th grade rose slightly to 53.5% and 8th grade rose to 49.7%. The ELA content were chosen because the social studies ELA standards are directly aligned to what students need to prepare for in the ELA FSA assessment . With collaboration with the social studies and literacy department, we plan to implement the same strategies between classes.

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?

Literacy Department

BEST Practice #1 – Professional Learning Community (PLC), Curriculum, Assessment, Remediation, and Enrichment (CARE) will be scaled up to improve teaching and learning in order to increase performance. This BEST practice will be scaled up by increased use of PLC Norms and consistent agenda/minutes template as guided by the District Professional Development Standards and Support department. Teachers will collaborate on lesson planning and discuss data in order to increase instructional practice and improve student achievement.

Mathematics Department

BEST Practice #1- This practice will be scaled up by sharing best practices and participating in staff development regarding centers and small group instruction to increase the performance of our students.

Social Studies Department

Best practice #1 was chosen because it is at this area, teachers can come together to share and discuss ideas about lessons, best practices and use data-driven materials to reinforce student achievement. It is here that teachers can dissect data to determine the weaknesses in the lower 30% of students that need remediation, implement differentiated instruction in the class and by learning new practices within the PLC.

Science Department

A focused and authentic PLC will be scaled-up to improve teaching to meet student needs. We will concentrate on student data to identify students who need remediation or enrichment on specific standards. Teachers will collaborate to create and share common activities aimed at remediation and enrichment.

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

Literacy Department

This BEST practice will be scaled up by increased use of PLC Norms and consistent agenda/minutes template as guided by the District Professional Development Standards and Support department. Teachers will collaborate on lesson planning and discuss data in order to increase instructional practice and improve student achievement.

Mathematics Department

We have utilized whole group instruction as our primary tool for delivery of instruction to our students. We are changing our model, and using small groups and centers as our primary tool for delivering instruction to our students.

Social Studies Department

Best practice #1 will be scaled up by utilizing time wisely, showing up on time and bringing the proper materials to the PLC. It is important that this best practice is used with a good purpose, set agendas that are relevant to increasing test scores, implementing authentic discussions within each department and focusing on the students that have low reading levels.

Science Department

FACE will also be scaled-up to improve teaching and learning. Science is collaborating with Math to host several Math & Science Family nights throughout the year. Our first such night is a parent information night, where parents can get details about expectations in Math and Science, such as Science Fair criteria. Family CODE Night and Family STEM Night are planned for later in the school year.

SAC - The Science Department will be participating in the School Advisory Council to update members on the steps the science department is taking toward meeting the goals set forth in the school improvement plan.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

School Improvement Plan (SIP)

School Name   Silver Trail MS (3331)

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
3331 Academic Electives 6-8	Thursday	1st2nd3rd5th	8/14/2017 - 5/15/2018	8:15 AM - 9:00 AM	6, 7, 8
3331 Unified Arts 6-8	Thursday	1st2nd3rd5th	8/14/2017 - 5/15/2018	8:15 AM - 9:00 AM	6, 7, 8
3331 American History 8	Thursday	1st2nd3rd5th	8/14/2017 - 5/15/2018	8:15 AM - 9:00 AM	8
3331 Civics 7	Thursday	1st2nd3rd5th	8/14/2017 - 5/15/2018	8:15 AM - 9:00 AM	7
3331 World History 6	Thursday	1st2nd3rd5th	8/14/2017 - 5/15/2018	8:15 AM - 9:00 AM	6
3331 Math 8	Thursday	1st2nd3rd5th	8/14/2017 - 5/15/2018	8:15 AM - 9:00 AM	8
3331 Math 7	Thursday	1st2nd3rd5th	8/14/2017 - 5/15/2018	8:15 AM - 9:00 AM	7

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
3331 Math 6	Thursday	1st2nd3rd5th	8/14/2017 - 5/15/2018	8:15 AM - 9:00 AM	6
3331 Science 8	Thursday	1st2nd3rd5th	8/14/2017 - 5/15/2018	8:15 AM - 9:00 AM	8
3331 Science 7	Thursday	1st2nd3rd5th	8/14/2017 - 5/15/2018	8:15 AM - 9:00 AM	7
3331 Science 6	Thursday	1st2nd3rd5th	8/14/2017 - 5/15/2018	8:15 AM - 9:00 AM	6
3331 ELA 8	Thursday	1st2nd3rd5th	8/14/2017 - 5/15/2018	8:15 AM - 9:00 AM	8
3331 ELA 7	Thursday	1st2nd3rd5th	8/14/2017 - 5/15/2018	8:15 AM - 9:00 AM	7
3331 ELA 6	Thursday	1st2nd3rd5th	8/14/2017 - 5/15/2018	8:15 AM - 9:00 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)						
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	498	5.20	6.80	3.80	14.30	5.00
7	528	7.40	5.50	1.30	15.60	4.00
8	511	9.00	9.20	0.40	9.50	4.10

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

As related to the early warning indicators, 11% of students in 6th grade and 12% of students in 7th grade are currently a level 1 in ELA. The following intervention strategies are in place for these students:

- Student data chat forms (baseline CFA, mini-CFAs, & end-of-year CFA/FSA) to give immediate and relevant feedback to students on their reading, writing, and math proficiency broken down by reporting category.
- LAFS iRready to provide differentiated instruction for non-fiction reading and short written response writing.
- Accelerated Reader 360 motivates reading practice with differentiated reading practice goals and personalized Discovery Bookshelves. Students choose a book, read it, and take a short comprehension quiz.
- Task cards give students question stems that align to the Florida Standards and breaks down the standards into measureable learning goals.
- Compass Learning pinpoints each student's areas of need and automatically generates an individualized learning path to facilitate personalized learning for reading, writing, science, and math content.
- Inside National Geographic allows students to experience the world in the classroom with authentic, multicultural literature and National Geographic informational texts.
- Tenmarks is a content-driven technology strategy that focuses on 3 core areas. Students are provided with an integrated model of curriculum and instruction, supported by technology and 1:1 personalization.
- Destination Math provides effective, individualized, standards-based math instruction and assessment.
- Gizmos allows students to go beyond memorizing facts, formulas and mnemonics, and instead enables students to develop a deep conceptual understanding of underlying principles.
- Academic Intervention Program (AIP) provides students with non-instructional time to work on prescribed lessons and materials with an assigned teacher designed for Course Recovery/Course Remediation until their completion.
- Response-to-Intervention (RtI) provides recommended students with academic difficulties with intense interventions that are documented by the classroom teacher.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	3rd	5/17/2018 - 5/17/2018	9:30 AM - 11:00 AM
Thursday	3rd	4/19/2018 - 4/19/2018	9:30 AM - 11:00 AM
Tuesday	2nd	3/13/2018 - 3/31/2018	9:30 AM - 11:00 AM
Wednesday	3rd	2/21/2018 - 2/21/2018	9:30 AM - 11:00 AM
Thursday	4th	1/25/2018 - 1/25/2018	9:30 AM - 11:00 AM
Thursday	3rd	12/21/2017 - 12/21/2017	9:30 AM - 11:00 AM
Thursday	5th	11/30/2017 - 11/30/2017	9:30 AM - 11:00 AM
Tuesday	4th	10/24/2017 - 10/24/2017	9:30 AM - 11:00 AM
Thursday	4th	9/28/2017 - 9/28/2017	9:30 AM - 11:00 AM
Thursday	5th	8/31/2017 - 8/31/2017	9:30 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
Governance and Leadership	3
Teaching and Assessing for Learning	2.67
Resources and Support Systems	2.71
Using Results for Continuous Improvement	2.4

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

Through the PLCs, teachers are exposed to professional development sessions that focus on the familiarity and implementation of learning goals and scales and performance rubrics. This professional development assists teachers with integrating Marzano elements within the classroom to increase student achievement. The professional development sessions created within the PLCs, support teachers with the use of an instructional process that informs students of learning expectations and standards of performance. The process includes multiple measures, including formative, summative, textbook, district, and state assessments, to determine areas of strength and weakness. The process drives instruction and provides students with feedback about their learning. Teachers will use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages) utilizing the CARE (curriculum, assessment, remediation, enrichment) cycle. Students will reflect on their own proficiency and set goals on a data chat form. Teachers will conference 1-1 with students in regards to their data and action steps to reach their academic goals. Research-based materials were provided to each teacher to assist in implementing strategies related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators).

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
A+-Reognition-Funds-Voting-Sign-In.pdf	October	A+ Funds	11/2/2017
2017-A+-Ballot.doc	October	A+ Funds	11/1/2017
16_17-A+-Funds-Voting-Results.pdf	October	A+ Funds	11/1/2017
SAC_SAF-Sign-In-101117.pdf	October	Monitored	10/31/2017
SAF-Agenda-101117.pdf	October	None	10/31/2017
SAF-Minutes-051017.docx	October	None	10/31/2017
SAC-Minutes-051017.doc	October	Monitored	10/31/2017
SAC-Composition-17-18	October	A+ Funds	10/19/2017
SAC-Agenda-101117.doc	October	Monitored	10/17/2017
SAC-ByLaws-17-18.pdf	October	SAC ByLaws	10/17/2017
SAC-Meeting-Dates-17_18.doc	October	None	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
8	617	20 of 39	-617	59	118

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 Trail Middle School ensures that teachers follow all district guidelines as related to the curriculum and instruction for students. All classroom instruction is aligned to grade-level Florida Standards. Therefore, classroom teachers will be using a variety of resources and differentiated instruction. Monthly curricuum meetings and grade level PLCs are held, in order to discuss curriculum, assessments, instructional pacing, and lesson plan development. Department chairs review lesson plans and assist teachers in creating successful lessons. Grade levels plan together using the Instructional Focus Calendar, as well as pacing guides. Teachers utilize data from Common Formative Assessments, FAIR, STAR, and the Florida Standards Assessment. Administrators conduct ongoing walk-throughs of classrooms using iObservation. Data is reviewed at the end of each month by looking at iObservation reports during Administrative Team Meetings.

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 Trail Middle School ensures students have access to informational text for each content area by focusing on differentiation, in order to reach student achievement. The use of informational text is used across curriculum. Furthermore, we have allocated resources and learning opportunities for students to obtain the necessary tools required for success. Alongside ELA standards, STMS teachers follow an Instructional Focus Calendar that is aligned to the Florida Standards Assessment. This allows teachers to implement informational text in there specific content areas. Also, teachers use a variety of mediums such as Compass Odyssey, Collections, LAFS iReady, to assist students in understanding the use of informational text in the different content areas.

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 relation to our SES Band Data, the areas we are focusing on for improving student achievement are in Reading and Math. As evidenced by the 2017 ELA Florida Standards Assessment, 11% of sixth grade students, 12% of seventh grade students, and 9% of eighth grade students scored a level one. As evidenced by the 2017 Math Florida Standards Assessment, 10% of sixth grade students, 11% of seventh grade students, and 7% of eighth grade students scored a level one. As evidenced by the 2017 Civics End-of-Course examination, 8% of seventh grade students scored a level one.

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 Trail Middle has a high level deliberate focus on creating authentic Professional Learning Communities (PLCs) that utilize common formative assessments to drive instruction, remediate areas of weakness, and enrich areas of strength to increase student performance with our SES band.

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

Our PLC model incorporates the CARE (Curriculum, assessment, remediation, enrichment) cycle in which teachers utilize student data to drive instruction. Teachers meet by department and grade level once per week, to analyze their common formative assessment data (baseline, mini, and end-of-year) for areas of strength and weakness. Based on the results, the teachers create an action plan of how they will remediate and enrich their students on those chosen standards. Teachers then discuss student work and share best results.

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.

Waiting on the 2017-2018 Florida Standards Assessment results

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

School Improvement Plan (SIP)

School Name   Sunrise MS (0251)

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
PLC's - Core Subject Areas through Literacy	Tuesday Thursday	2nd4th	9/19/2017 - 5/17/2018	8:20 AM - 9:05 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	434	7.10	12.10	9.70	36.30	3.20
7	384	8.10	13.00	16.90	34.60	17.70
8	372	12.90	10.50	10.20	33.80	13.40

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.

- Parent Conferences
- Response to Intervention Team
- Progress monitoring student performance through interim reports, report cards, and periodic reports
- Guidance referral/support
- Student mentoring (i.e.. Lady Jays Girls Club, G.E.N.T.S. Boys Club, Minority Student Task Force)
- Professional Learning Community teacher collaboration to provide Remediation instructional strategies to address low proficiency
- Collaborative Leadership Team monthly meetings to develop and implement strategies addressing methods and strategies to improve academic performance of students for each subject (Reading, Language Arts, Science, Social Studies, Math, and Unified Arts)
- Florida Standards Assessment (FSA) and End-of-Course (EOC) Afterschool and Saturday morning review camps

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	9/12/2017 - 5/24/2018	9:30 AM - 2:00 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	2.33
Governance and Leadership	3.17
Teaching and Assessing for Learning	3.08
Resources and Support Systems	2.57
Using Results for Continuous Improvement	3.0
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
2017-2018-SelfAssessment.pdf		10/6/2017

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-2017-18.PNG	October	Monitored	10/31/2017
SAC-October-Sign--in.pdf	October	Monitored	10/27/2017
SAC-October-Minutes.pdf	October	Monitored	10/27/2017
SAC-October-Agenda.pdf	October	Monitored	10/27/2017
meeting-dates.docx	October	None	10/26/2017
SAF-Bylaws.pdf	October	SAF ByLaws	10/10/2017
SAC_Bylaws.pdf	October	SAC ByLaws	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	501	28 of 73	3	112	224

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 classroom instruction is aligned to grade-level Florida standards by providing teachers with guides and materials to support such. Department heads work with teachers to ensure they understand the appropriate standards. Department heads, administrators and other leadership team members do walk-throughs to ensure classroom instruction is aligned. We also collect data on a regular basis to ensure data is being collected for each standard.

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 media specialist has worked with department chairs to make sure that we have additional informational texts available for each content area. We also provide students with texts in a variety of mediums and access to laptop carts on a regular basis so they have access to such.

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 data, we will be focusing on improving student achievement in Reading. We chose this area because we did not make many gains int his area and additionally, as we move away from Reading classes school-wide, we need to focus on how to infuse Reading strategies and skills into other content areas.

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: Focused & Authentic PLC Process

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

Teachers will attend continuous PLC meetings every other week by grade level and subject area. Teachers will collaborate on the results from assessments, in order to provide strategies for remediation and enrichment to ensure proficiency.

Leadership team members and administrators will monitor PLC's through walk-throughs and data collection.

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.

Through teacher collaboration, through the use of PLCs, the results in Science 8th Grade based on the 2015-2016 FCAT were 48%. Also, through the use of PLCs in Math, 95% of students passed the Algebra EOC and 100% of students passed the Geometry EOC.

We saw success in the area of Social Studies (Civics) through the use of focused Professional Learning Communities. Teachers collaborated to discuss best practices and to monitor student data. As a resulf of data analysis through the PLC, teachers developed and implemented remediation and enrichment activites to be used within the classrooms. Student achievement data was at a 65% as a result of the focused strategies being used.

Additionally, In Language Arts, we implemented vertical planning across grade levels. ELA success can be attributed to the vertical planning done through the PLC process. Teachers discussed the importance of building on writing strategies from grade to grade in order to build student achievement. The teachers discussed using the gradual release model for teaching literacy and writing skills from 6th grade to 8th grade.

Teachers implemented the use of the Ten Marks program which is a comprehensive standards-based math curriculum individualized to student success. Using this program helps teachers to monitor individual student success and resulted in the student achievement success.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Increased number of PLC's per month to weekly, implemented new minutes and monitoring form, provided staff with in depth training on PLC process.	Leadership Team	6/1/2018		$0.00

School Improvement Plan (SIP)

School Name Tequesta Trace MS (3151)

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
SCI 8	Thursday	1st2nd3rd4th5th	8/24/2017 - 6/5/2018	8:15 AM - 9:00 AM	8
SCI 7	Tuesday	1st2nd3rd4th5th	8/22/2017 - 6/5/2018	8:15 AM - 9:00 AM	7
SCI 6	Monday	1st2nd3rd4th5th	8/28/2017 - 6/5/2018	8:15 AM - 9:00 AM	6
SOC STUDIES 8	Wednesday	1st2nd3rd4th5th	8/23/2017 - 6/5/2018	8:15 AM - 9:00 AM	8
SOC STUDIES 7	Thursday	1st2nd3rd4th5th	8/24/2017 - 6/5/2018	8:15 AM - 9:00 AM	7
SOC STUDIES 6	Thursday	1st2nd3rd4th5th	8/24/2017 - 6/5/2018	8:15 AM - 9:00 AM	6
MATH 8	Thursday	1st2nd3rd4th5th	8/24/2017 - 6/5/2018	8:15 AM - 9:00 AM	8

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
MATH 7	Tuesday	1st2nd3rd4th5th	8/22/2017 - 6/5/2018	8:15 AM - 9:00 AM	7
MATH 6	Friday	1st2nd3rd4th5th	8/25/2017 - 6/5/2018	8:15 AM - 9:00 AM	6
LA 8	Thursday	1st2nd3rd4th5th	8/24/2017 - 6/5/2018	8:15 AM - 9:00 AM	8
LA 7	Tuesday	1st2nd3rd4th5th	8/22/2017 - 6/5/2018	8:15 AM - 9:00 AM	7
LA 6	Monday	1st2nd3rd4th5th	8/28/2017 - 6/5/2018	8:15 AM - 9:00 AM	6
SPEECH & DEBATE	Thursday	1st2nd3rd4th5th	8/24/2017 - 6/5/2018	8:15 AM - 9:00 AM	6, 7
READING	Thursday	1st2nd3rd4th5th	8/24/2017 - 6/7/2018	8:15 AM - 9:00 AM	6, 7, 8
SVE	Tuesday	1st2nd3rd4th5th	8/22/2017 - 6/5/2018	8:15 AM - 9:00 AM	6, 7, 8
COMMUNICATIONS	Thursday	1st2nd3rd4th5th	8/24/2017 - 6/5/2018	8:15 AM - 9:00 AM	6, 7, 8
STUDENT SUPPORT	Tuesday	1st2nd3rd4th5th	8/22/2017 - 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	560	11.60	3.40	0.20	12.60	3.40
7	518	11.40	3.10	0.80	14.10	2.90
8	497	20.30	9.90	1.20	17.20	10.30

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

Intensive reading classes for level 1 &2 readers
Speech and Debate for 6th graders not in reading classes.
Recovery contracts for students have not met course requirements - every 9 weeks
Peer Tutoring through the Peer Counseling class
Wednesday Morning tutoring by Junior Honor Society and Peer Counselors with 2 teachers who volunteer to monitor and organize
Guidance assistance in organizational skills, time management, daily/ weekly monitoring of grades and work completion
Tutoring resources
Daily checklists, visual schedules, weekly assistance from support staff
Positive behavior interventions with tangible rewards
Increased parent contact
Small group reinforcement of skills
Dedicated ESOL support pull-out system
Student Support PLC targets low performing students with intervention strategies such as mentoring, teacher consultation and parent contact.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	9/12/2017 - 6/5/2018	8:15 AM - 10:00 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	4.0
Governance and Leadership	3.96
Teaching and Assessing for Learning	3.9
Resources and Support Systems	3.9
Using Results for Continuous Improvement	3.87

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

Professional Growth is valued, scheduled, and monitored with goals at the forefront. All teachers and administrators participate in PLCs in the morning before school begins. The PLC schedule was created to maximize time for collaboration, planning, and data driven best practices to be shared and focused on instructional practices.
Polices and procedures set forth by the district's C.a.R.E. packages for subject areas and the B.E.S.T. practices as outlined by the District. We continue to use surveys both formally and informally to assist in the monitoring of the 5 Standards of Quality. We have parent survey boxes in the front office and in guidance. Results are monitored by Administration.

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
SAC-minutes-for-10-11-17.docx	October	Monitored	10/27/2017
SAC-OCT-AGENDA.docx	October	Monitored	10/11/2017
SEPT-2017-MINUTES.pdf	October	A+ Funds	10/11/2017
ttms-october.pdf	October	A+ Funds	10/11/2017
3151_05072017_Minutes	October	Monitored	10/4/2017
3151_09272017_SACAgenda-(Kimberly-S.-Beitz).docx	May	Monitored	10/4/2017

File Name	Meeting Month	Document Type	Uploaded Date
3151_09272017_3151_BYLAWSTTMS_1718-(Kimberly-S.-Beitz).pdf	October	Monitored	10/4/2017
Committee-Membership_TTMS.pdf	October	None	10/4/2017
SIP-DISCUSSION-FOR-2018.pdf	September	Developed	9/25/2017
TTMS-SAC-AND-SAF-MEETING-DATES.docx	September	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
8	641	9 of 39	26	47	94

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 (PLC) are focused on the identifying and using the appropriate grade-level Florida Standards. Teachers review the Standards, investigate through Sharepoint "Secondarty Learning" Dashboard to create appropriate instructional activities in the classroom for all students - including Gifted, ESE, and ELL. Teachers are beginning to also increase the level of Social Emotional Learning types in their instruction.

Evidence is seen through Lesson Plan reviews by Administration and iObservation Informal and Formal Observations with post-observation conversations with individual teachers and whole PLC groups.

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?

SPECIFIC TO SUBJECT AREAS:

ESE - Teachers are utilizing sites like NewsELA that adjust the lexile for ESE students so they can read the same information with appropriate level vocabulary.
SCIENCE - The school has a print subscription to Scholastic's Science World magazine which provides several opportunities for student exposure to informational text. Additionally, students have access to online resources such as Newsela and Buzzle as well as access to informational text as part of the county built-out content for courses on Canvas.
MATH - Focus on improve the learning gains of the lowest 25% of our students.
LITERACY - The school ensures that students have access to informational text for each content area in a variety of mediums. First, each classroom teacher keeps track of which children take a hard copy of the book or opt to have a digital copy. Students who opt for a digital copy must have written parent permission. Also, Tequesta Trace uses online programs such as USA TestPrep, ReadWorks, and NewsELA which require all students to take a pre and post test using a specific username and password. Throughout the school year students access the informational text offered through these programs and their performance levels are monitored by their classroom teachers and grade-level administrators. Additionally, TTMS utilizes subscriptions to Scholastic Scope, ScienceWorld, Math, Junior Scholastic, as well as UpFront New York Times, which are used in all content area classrooms. Even our Art and SVE classes utilize literary subscriptions.

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?

SPECIFIC SUBJECT AREAS:

ESE - Due to deficienies in math, the ESE Support Facilitators concentrate on giving individual and small group assistance to all ESE Inclusion students.
SCIENCE - Focus will be placed on achievement in science as we have seen our scores stagnate and even decline slightly in the last several years.
MATH - The Math departments' focus this year will be to remediate, and improve the scores of the lowest 25% of students. We will also provide enrichment activities for those already on grade level. Teachers will continue to meet in their PLC groups to discuss student data and best teaching practices.
LITERACY - Tequesta Trace will focus on ELA Learning Gains since we dropped 1 percentage point, as evidenced through the FSA report, dropping from 70 to 69%.
SOCIAL STUDIES - Online chapter summaries in Spanish. Increase reading across the curriculum to assist with ELA

achievements. Remediation. Timely Feedback. Periodic checkins.

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?

SPECIFIC SUBJECT AREAS:

ESE - Support Facilitators are scheduled to be included in the Subject Area PLCs to discuss accommodations and best practices for the ESE mainstreamed students. The dialogue concentrates on how best the meet the needs of the students as aligned with the IEP and strengths and weaknesses.
SCIENCE - Pretest assessment of tested standards/Communication across grade levels regarding student areas of weakness/Flash Back Fridays/Increased use of performance based assessments.
MATH - Combination of the following:

We will be using Sharepoint to access the District provided Mini-MAFS and performance tasks to practice standards and questions resembling the FSA. Online textbook components such as online tutor and online practice quizzes to work on standards that may be challenging to students. We will use USA test prep to follow up on our diagnostic test results and assign practice on the lowest assessed standards.

LITERACY - To improve performance in ELA Learning Gains, teaching and student learning will be scaled up by increasing the amount of student centers in which teachers can work with small groups to focus on areas of weakness. Also, PLCs will be analyzing students' performance tasks instead of percentage scores to determine areas of weakness. Areas of weakness will be discussed in weekly PLC group meetings to determine best strategies to address students' weaknesses. This will improve teachers' best practices due to collaboration with professionals within their PLC and because the performance tasks will give teachers more insight into students' weaknesses.
SOCIAL STUDIES - Vocabulary skills/guided reading

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

We are scaling up our use of District provided resources and performance tasks to evaluate student performance and to help guide discussion of teacher best practices during our PLC meetings.
SCIENCE

- Pretest assessment of tested standards: 8th grade teachers will administer a pretest which assesses the tested standards to determine potential areas of additional emphasis as standards are revisited.
- Communication across grade levels regarding student areas of weakness: The results of the pretest will be communicated to 7th and 6th grade teachers so they can reinforce areas of weakness as shown by the data. The rational being that the data indicates areas where all students struggle therefore additional time spent upfront would result in greater mastery of the standards.
- Flash Back Fridays: We will continue to implement this strategy enhancing its effectiveness by integrating all Earth Space and Life Science topics where they most naturally align with the Physical Science curriculum. This will allow students to make greater connections amongst all of the standards. Additionally, we will use the data from the pretest to inform teachers which standards require the most remediation.
- Increased use of performance based assessments: These types of assessments are a better indication of student mastery and as such will be used not only to measure mastery of the Physical Science standards but also the Life Science and Earth Space standards

LITERACY - Best practices will be scaled up by streamlining standard-based strategies according to students' weaknesses. Teachers will be able to prioritize their standard-based lessons, strategies, and use a small group approach to authentically evaluate each students' progress.
SOCIAL STUDIES - Closer monitoring of struggling students. PLC   Common Planning.

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.

Overall, Tequesta increased achievement percentages in ELA and math. (75% to 78% and 79% to 80% respectively) The Learning Gains for both ELA and math decrease by 1%age point. ELA lowest 25% increase by 3%age points while math lowest 25% decreased by 2%age points. Science achievement decreased from 70% to 68% however TTMS is still above the District average. Social Studies achievement increased from 84% to 86%. Participation in Middle School Acceleration increase by 11%age points from 59% to 70%.

The overall increase occurred in part due to the increased monitoring of the PLC groups and the focus on meaningful instruction. PLC groups collaboratively planned assessments with remedial activities and enrichment opportunities.

Our scores are holding within 1 - 2%age point(s) fluxuation. Our students are achieving more each year. The need to focus on the lower 25th % is paramount.

School Improvement Plan (SIP)

School Name   Young, Walter C. MS (3001)

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
Walter C. Young Middle School Professional Learning Community	Thursday	1st2nd3rd4th5th	8/24/2017 - 5/31/2018	8:05 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	370	4.40	12.10	6.50	26.20	7.30
7	376	7.70	18.10	8.20	22.80	13.00
8	393	8.90	13.20	4.30	22.40	9.70

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.

- Computer lab open in the mornings for remediation
- Free peer tutoring before school by National Junior Honor Society members
- High school UTAP students tutor identified students
- Remediation/re-teaching during elective periods
- Implement attendance strategies if these are indicated
- RTI
- FSA/EOC camp
- Discussing students at bi-monthly CPST meetings
- Discussing specific student needs with the teachers.
- Struggling Reading and Math Charts are used to provide specific interventions.
- Referrals to outside agencies are made on an as-needed basis to ensure that students are provided with support in all areas of need, across both the school and the home settings.
- Peer Tutoring
- Numerous teachers are volunteering to conduct additional academic assistance
- Struggling students are being pulled from their elective class in order to obtain additional academic instruction.
- PLC meetings to disaggregate student data in order to target students nor meeting proficiency
- Teacher/student conferences
- Monthly Common 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, 5th	8/24/2017 - 3/15/2018	9:30 AM - 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	4
Governance and Leadership	3.67
Teaching and Assessing for Learning	3.33
Resources and Support Systems	2.71
Using Results for Continuous Improvement	3.2

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

Walter C Young will continue to improve upon Resources and Support Systems as well as Using Results for Continuous Improvement by scaling up best practices as well as using research-based resources/strategies and support for educator improvement and enhancement. In addition, will continue to look at ways to improve teaching so students can be college and career ready.

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
SAC_Composition_Report_1.pdf	October	Monitored	10/23/2017
SAC_Composition_Report.pdf	October	Monitored	10/23/2017
SAC_Dates.docx	October	Monitored	10/18/2017
SAF_Meeting_Dates.pdf	October	Monitored	10/17/2017
SAC_By_Laws_2017-18.pdf	October	SAC ByLaws	10/13/2017
OCT_SAC_Member_Sign_in.pdf	October	Monitored	10/12/2017
Oct_SAC_Guest_Sign_In.pdf	October	Monitored	10/12/2017
OCT_SAC_Agenda.pdf	October	Monitored	10/12/2017

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
7	570	36 of 61	5	133	266

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 the classroom of instruction is aligned to grade level Florida Standards by using monthly common formative assessments (CFA) linked to the Florida LAFS to monitor students proficiency. In addition, the reading basal used in ELA classes are constructed around the Florida Standards. The evidence collected is a common formative assessment and through the professional learning communities (PLC) teachers disaggregate data and look at strengths and weaknesses in order to inform and direct lesson planning.

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 ensures that students have access to informational text for each content area in a variety of mediums by having computer carts in each classroom. In addition, each ELA class has reserved time slots in our media center so they can do reserach projects and find informational text needed in content areas.

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 content area chosen for improving is science because we went from 63% in 2016 to 59% in 2017. In English Language Arts we went from a 65% in 2016 to a 61% in 2017. Both areas need inprovement and Standard focused instruction through our proffesional learning communities assist teachers in moving students toward acdemic success.

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 scaled up to improve teaching and learning in order to increase performance within the ESE band is critical thinking and standard focus instruction to better monitor students will increase students achievement.

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

The BEST practice will be scaled up by implementing and utilizing performance tasks and monthly CFA to foster formative assessments in order to depict the strengths and weaknesses of students. In addition, BEST Practices will be scaled up by interpreting relationships among those new concepts, citing evidence, and utilizing active depth of knowledge stem questions to foster reading comprehension skills so that students' high order thinking skills will be stimulated, and monitor data to make sure effective individual instruction to compare their specific data and differentiate 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.

After reviewing the data from the 2017-2018 school year Walter C. Young foresees the followng instructional implications:

Specific activities that provide academic improvements will re-align PLCs to include common formative assessments that are aligned to the ELA Florida Standards to better monitor student progess in order to be able to remediate and enrich students.In addition, teachers will review and anylze student data to determine whether classroom instruction is effective as well as ultilize common formative assessments to make adjustments as needed to maximize student achievement. Lastly, through the implementation of additional technology resources and support teachers we are scaling up BEST practices. The _____ results clearly depicted we needed to imporve instructional practices in our ELA Department. Moreover, the leadership and administrative teams discussed with the department specific barriers of success. WIthin the data dicussions it was determined that we needed to improve certain subgroups and continue to support reading through the content area.