

School Improvement Plan (SIP)

School Name Anderson, Boyd HS (1741)

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
Boyd Anderson PLC Foreign Language	Tuesday	1st2nd3rd4th5th	8/28/2017 - 5/28/2018	7:10 AM - 7:35 AM	9, 11, 12
Boyd Anderson PLC CTACE	Tuesday	1st2nd3rd4th5th	8/28/2017 - 5/28/2018	7:10 AM - 7:35 AM	9, 10, 11, 12
Boyd Anderson PLC Social Studies	Tuesday	1st2nd3rd4th5th	8/28/2017 - 5/28/2018	7:10 AM - 7:35 AM	9, 10, 11, 12
Boyd Anderson PLC Performing/Fine Arts, Physical Education, JROTC	Tuesday	1st2nd3rd4th5th	8/28/2017 - 5/28/2018	7:10 AM - 7:35 AM	9, 10, 11, 12
Boyd Anderson PLC ESE	Tuesday	1st2nd3rd5th	8/28/2017 - 5/28/2018	7:10 AM - 7:35 AM	9, 10, 11, 12
Boyd Anderson PLC Reading	Tuesday	1st2nd3rd4th5th	8/28/2017 - 5/28/2018	7:10 AM - 7:35 AM	9, 10, 11, 12
Boyd Anderson PLC Science	Tuesday	1st2nd3rd4th5th	8/28/2017 - 5/28/2018	7:10 AM - 7:35 AM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Boyd Anderson PLC English	Tuesday	1st2nd3rd4th5th	8/28/2017 - 5/28/2018	7:10 AM - 7:35 AM	9, 10, 11, 12
Boyd Anderson Math	Tuesday	1st2nd3rd4th5th	8/28/2017 - 5/28/2018	7:10 AM - 7:35 AM	9, 10, 11, 12

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
9	564	22.30	29.10	40.60	62.50	43.40
10	491	19.60	20.40	27.90	61.70	35.20
11	454	23.60	15.00	19.60	69.30	27.50

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
12	409	24.90	13.20	12.70	75.80	19.30

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

The intervention strategies that Boyd Anderson is utilizing to improve the academic performance of students is implemented by content area. The interventions in place for level 1 and 2 students as a result of the Florida Standards Assessment (FSA) is that they are placed in reading classes. Students are using the Achieve 3000 reading program and the FAIR assessment and are progress monitored through formative assessments. Students in math classes are also progress monitored through formative assessments, USA test prep, Math Nation and MyHRW. Teachers analyze the data of all students and collaborate to create remediation lessons that include differentiated instruction. Literacy and math coaches provide support to teachers and students as needed based on data.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th, 5th	8/28/2017 - 5/28/2018	1:30 PM - 2:40 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	2.58
Resources and Support Systems	2.0
Using Results for Continuous Improvement	2.2
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <ul style="list-style-type: none"> - A program to show teacher appreciation to boost teacher morale will be implemented by acknowledging good deeds that teachers are caught doing throughout the month. - Math and Literacy coaches are working through the new teacher center to increase capacity for teacher retention. - Master coaches and IC coaching staff from the district working with new teachers to develop best practices to increase student achievement and increase teacher retention. - PLC protocols implemented according to district initiatives. 	

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Self-Assessment-2017-2018.pdf		11/2/2017
IMG-3821.JPG		11/2/2017
IMG-3822.JPG		11/2/2017

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
BA-SAC-Composition.pdf	November	A+ Funds	11/3/2017
Sept.Agenda.Minutes.SigninSheets.pdf	October	A+ Funds	10/24/2017
SAC-DATES-FLYER-Revised-(1)-(1).pdf	October	None	10/23/2017
SAF-ByLaws-17-18.html	October	SAF ByLaws	10/23/2017
SAC-ByLaws-17-18.html	October	SAC ByLaws	10/23/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	413	46 of 58	10	119	237

Goals

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

To ensure classroom instruction is aligned to grade-level Florida Standards, curriculum leaders/coaches create Instructional Focus Calendars (IFCs) that are reviewed by administration. Further, administration uses the IFCs during classroom walkthroughs to reassure classroom instruction is aligned to grade-level standards and cross-referencing the board configuration. Additionally, essays are collected and reviewed by administration and literacy coaches. In math, teachers are monitored twice a week during CALM, a school-wide initiative to ensure aligned.

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

To ensure students have access to informational text for each context area in a variety of mediums, students utilize Newsela, Achieve 3000, MathNation, political cartoons, and monthly writing focus assignments.

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 areas that will be the focus for improving student achievement are English, Math, Science, Social Studies, and Reading. These areas were chosen because of the school's most recent EOC and FSA assessment results.

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?

This year, student performance will be increased by scaling-up the implementation and consistent monitoring of the school-wide literacy plan, improving and monitoring the implementation of the Word of the Day activities and assessments. Teachers will use DOK questions to create common assessments aligned to Florida assessments. The writing plan will be monitored monthly to ensure appropriate feedback and improve writing instruction.

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

BEST Practices will be scaled-up through improved and continuous professional development in the area of infusing FSA standards in the content areas and understanding DOK. PLCs and common planning will be collaborative and teachers will utilize data to create common assessments, identify students for remediation, and share best practices.

School Improvement Plan (SIP)

School Name Blanche Ely HS (0361)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
All PLC's	Thursday		8/17/2016 - 5/3/2018	12:00 PM - 2:45 PM	9, 10, 11, 12

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)
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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
9	678	26.50	9.40	22.90	63.30	28.80
10	608	26.50	9.40	22.90	63.30	28.80
11	469	23.90	8.70	19.80	80.00	27.90
12	430	30.90	4.90	12.80	78.00	15.10

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

The intervention strategies that Boyd Anderson is utilizing to improve the academic performance of students is implemented by content area. The interventions in place for level 1 and 2 students as a result of the Florida Standards Assessment (FSA) is that they are placed in reading classes. Students are using the Achieve 3000 reading program and the FAIR assessment and are progress monitored through formative assessments. Students in math classes are also progress monitored through formative assessments, USA test prep, Math Nation and MyHRW. Teachers analyze the data of all students and collaborate to create remediation lessons that include differentiated instruction. Literacy and math coaches provide support to teachers and students as needed based on data.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	9/28/2017 - 5/24/2018	8:00 AM - 12:00 PM

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	2.42
Resources and Support Systems	3
Using Results for Continuous Improvement	2.6
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>Students at Blanche Ely High School are provided with a rigorous curriculum, programs, and research-based supplemental materials. The BEST/CARE blueprint enables teachers to use interventions strategies for all academic levels. Teachers at Blanche Ely High School (BEHS) have high expectations for their students and personalize instruction to ensure a quality education that prepares students for College and Career Readiness. A major strength within BEHS is a challenging curriculum for our students. The SMART goals are aligned to the Florida Standards. One of our strengths is quickly becoming the way that our teachers implement, teach, and assess learning goals and scales as demonstrated in their lessons. The Marzano evaluation tool allows us to bridge the gap between teacher evaluation, leadership evaluation, and student achievement. The Marzano evaluation tool provides administrators with strategies and tools to empower teachers and also enable leaders and teachers to work together to improve student learning. Our curriculum, textbooks, and assessments are all aligned to the Florida Standards. Students are offered challenging, varied curriculum that provides many opportunities for college and career readiness. These opportunities include Achieve 3000, USA Test Prep, Algebra Nation, Naviance, and Write Score. The use of technology continues to stimulate student success academically and through exploratory measures. As part of our continuous improvement plan, BEHS meets in Professional Learning Communities (PLC) by grade levels to informally and formally discuss curriculum</p>	

decisions in an effort to make each team member's teaching stronger as demonstrated through best practices. BEHS teachers do a great job of collaborating in PLCs as they discuss effective ways to meet the needs of every student. The Leadership Team monitors and support efforts of staff in analyzing data. Teachers know the value of data and the impact that it has on instruction. We meet with grade levels in order to analyze data and put in place the next steps to continue growth of our students. BEHS is truly studentcentered. The Rtl (Response to Intervention) process has made BEHS even more cognizant of looking at each student to determine what his/her needs are. Systems for monitoring student performance, encompassing all tiers of instruction, are established and effectively utilized to offer each student the best opportunity to succeed. Through Rtl meetings, the team collaborates on a child's progress and individual plan. Data points are communicated with staff, students, and parents. We have shown much growth in using data to identify students' needs and appropriately address these areas.

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
2017-2018-SAC-Dates.pdf	October	Developed	10/19/2017

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	452	32 of 58	2	99	198

School Improvement Plan (SIP)

School Name Cooper City HS (1931)

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
Geometry	Thursday	1st	8/14/2017 - 5/3/2018	12:00 PM - 12:45 PM	9, 10, 11
Marine Biology	Thursday	1st	8/14/2017 - 5/3/2018	12:00 PM - 12:45 PM	10, 11, 12
Chemistry	Thursday	1st	8/14/2017 - 5/3/2018	12:00 PM - 12:45 PM	10, 11
US History	Thursday	1st	8/14/2017 - 5/3/2018	12:00 PM - 12:45 PM	11, 12
World Language	Thursday	1st	8/14/2017 - 5/3/2018	12:00 PM - 12:45 PM	9, 10, 11, 12
World History	Thursday	1st	8/14/2017 - 5/3/2018	12:00 PM - 12:45 PM	10, 11, 12
PE/JROTC	Thursday	1st	8/14/2017 - 5/3/2018	12:00 PM - 12:45 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Algebra PLC	Thursday	1st	8/14/2017 - 5/3/2018	12:00 PM - 12:45 PM	9, 10, 11
Guidance	Thursday	1st	8/14/2017 - 5/3/2018	12:00 PM - 12:45 PM	9, 10, 11, 12
Geography 9	Thursday	1st	8/14/2017 - 5/3/2018	12:00 PM - 12:45 PM	9
Fine Arts	Thursday	1st	8/14/2017 - 5/3/2018	12:00 PM - 12:45 PM	9, 10, 11, 12
ESE	Thursday	1st	8/14/2017 - 5/3/2018	12:00 PM - 12:45 PM	9, 10, 11, 12
ELA 9	Thursday	1st	8/14/2017 - 5/3/2018	12:00 PM - 12:45 PM	9
ELA 12	Thursday	1st	8/14/2017 - 5/3/2018	12:00 PM - 12:45 PM	12
ELA 11	Thursday	1st	8/14/2017 - 5/3/2018	12:00 PM - 12:45 PM	11
ELA 10	Thursday	1st	8/14/2017 - 5/3/2018	12:00 PM - 12:45 PM	10
CTE	Thursday	1st	8/14/2017 - 5/3/2018	12:00 PM - 12:45 PM	9, 10, 11, 12
Biology/Earth Space Science	Thursday	1st	8/14/2017 - 5/3/2018	12:00 PM - 12:45 PM	9, 10
Alg2/AP/Upper level Math	Thursday	1st	8/14/2017 - 5/3/2018	12:00 PM - 12:45 PM	9, 10, 11, 12

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
9	573	9.10	4.70	12.40	13.40	8.00
10	628	11.00	7.50	7.80	19.40	9.70
11	608	14.30	6.10	11.20	34.70	12.80
12	537	31.30	1.90	6.30	62.90	5.00

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

Multi-tiered system of support (Mtss)

Early Warning Indicators

- I. Teacher identifies and reports patterns of behavior, to the respective School Counselor, in the areas of:
 - i. Social skills
 - ii. Productivity/Organization

- iii. Adjustment
- iv. Attention
- v. Conduct
- vi. Physical Health

II. Rti Team reviews:

i. Cumulative File:

1. Identify whether problem is recurring or new.
2. Review conferences, interim reports from elementary and middle school.
3. Review psychological or psychosocial reports when available.
4. Guidance completes MTSS Worksheet identifying:
 - a. Health Issues
 - b. Schools Attended History
 - c. Attendance
 - d. Special Programs
 - e. Discipline
 - f. Interventions

III. Intervention Options:

1. Tier 1 – Universal Level-class-wide strategies for all students.

- a. Reading- Universal in all academic classes.
- b. Math- Universal in all academic classes.
- c. Behavior- Strategies in general education classroom: positive reinforcement, contracting, etc.
Phone call home.
Referral to Guidance/ Administration

2. Tier 2 - Small group or individualized strategies (for at-risk students)

- a. Reading- NewsELA
Achieve 3000
Improving Reading Classes
English 4 for College Readiness
- b. Math- Double Block Math Classes
Math College-Ready
- c. Behavior- Mentoring
Individual Contract
Weekly Check in/out (designated support staff member)
Functional Behavior Assessment (as needed).

3. Tier 3 - Highly individualized strategies (may include special education)

- a. Reading- Enrichment/Remediation Camps
Pull-out
Small Groups
Push-in
- b. Math- Enrichment/Remediation Camps
Small groups
Push-in
- c. Behavior- Daily check- in/out w/AP, Social Worker, Counselor, and other support staff

RtI Team Meeting Schedule

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

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd	8/22/2017 - 5/29/2018	9:15 AM - 10:15 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	3.67
Governance and Leadership	3.83
Teaching and Assessing for Learning	3.58
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.

Through Curriculum Council and department PLC's, data will be disaggregated and analyzed for opportunities for improvement. Action plans will be developed based upon these outcomes and

implemented in PLC's and the classroom with the assistance of Department Heads who participate in Curriculum Council. For example, survey data indicates a lag in the continuous improvement survey results. This will be improved through an examination of our assessment data which indicated academic performance issues in Algebra I and Geometry. This data will be shared through Curriculum Council and PLC's where strategies will be developed and implemented in the classroom.

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
SAF-Meeting-Schedule.pdf	November	None	11/3/2017
School-Advisory-Committee-Meeting-Schedule.pdf	November	None	11/3/2017
SAC-September-Meeting.pdf	September	Monitored	11/3/2017
SAC-August-Meeting.pdf	August	SAC ByLaws	11/3/2017
SAC-Bylaws-2017-2018.pdf	October	SAC ByLaws	10/26/2017
SAC-Composition-Report.pdf	October	None	10/26/2017

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	647	12 of 45	5	108	216

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) will be developed into teams by subject and grade level. A collaborative culture will be promoting ownership and leadership within the group. Members will be develop meeting norms and take on individual roles. The PLC goal will be created addressing an increased percentage of learning gains and proficiency. PLC's will meet monthly with the Data Team protocol implemented. Common Formative Assessments (CFA) will be utilized across the subject area and data will be analyzed after each unit for remediation and enrichment oppurtunities. Previous CFA and EOC data will be used to analyze progress.

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?

Online textbooks are available for most subjects. Some additional resources that students have free access to are USA Test Prep for Science, NewsELA for Literacy, and Algebra Nation for Math. All teachers use Canvas as a online medium to their classroom. The online platform provides access to materials such as videos, power points, teacher notes, tutorials, syllabus, and other 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 areas focus for improving student achievement are as follows: Language Arts, Math, and Science.

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

In order to improve teaching and learning we will continue to scale up the following BEST practice:

- Marzano’s “Scales and Learning Goals”
- Gradual Release of Responsibility Model (GRRM)
- Explicit Vocabulary Instruction (Word Recognition and study)
- Explicit Reading Instruction through Close Reading Strategies
- Progress Monitoring and Data Chats
- Differentiated Instruction

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

In order to increase performance within the SES band, teachers have received professional development regarding the Marzano’s high yield learning strategy, Scales and Learning Goals. Teachers will deconstruct their course standards with the students. Students and teachers will use performance scales to monitor a student’s understanding and mastery of the standard. Teacher’s will continue to use common assessments. In order to enrich students who are performing at or below level on their learning scale, teachers will provide activities that address real world applications (problems and solutions) of implementation of the particular standard that go beyond what was taught in the classroom.

School Improvement Plan (SIP)

School Name Cypress Bay HS (3623)

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
3623 ELA 11	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	11
3623 AICE English Language 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 ELA 9	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9
3623 Behavior Specialist 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 ESE Team 2 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 AP/AICE 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 Algebra 1 Honors 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
3623 Biosphere Sciences 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 Algebra 2 / Math for College Readiness 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 CTE/ROTC #2 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 Advanced Topics 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 WL 1-4 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 Team 1 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 WL AICE 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 US History/Ethics 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 CTE/ROTC #1 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 Physical Sciences 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 Life Sciences 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 Geometry Honors 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
3623 Fine Arts 9-12	Thursday Friday	4th	8/14/2017 - 2/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 ELA 10	Thursday Friday	4th	8/14/2017 - 2/23/2018	12:30 PM - 2:45 PM	10
3623 PE 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 Reading 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 Algebra 1 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 Calculus 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 Guidance 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 Stats/Analysis of Trig/PreCalc 9-12	Thursday Friday	4th	8/14/2017 - 2/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 ELA 12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	12
3623 Geometry 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 World History/US Government 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12
3623 AP World Languages 9-12	Thursday Friday	4th	8/14/2017 - 2/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
3623 ELA Electives 9-12	Thursday Friday	4th	8/14/2017 - 3/23/2018	12:30 PM - 2:45 PM	9, 10, 11, 12

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
9	1246	5.50	3.60	12.20	10.30	8.30
10	1183	8.50	3.10	6.80	12.60	5.90
11	1218	11.00	3.40	10.80	22.10	8.90
12	1167	18.20	3.60	8.20	42.60	5.50

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

Cypress Bay High School will use the following intervention strategies to improve the academic performance of students identified by the early warning system:

1. In order to decrease the percentage of students with attendance below 90%, the teachers will notify the parents after 5 excused and/or excused absences. The teachers will also refer the students to the appropriate Behavior Specialist in an effort to work with the student and parent on improving the student attendance.
2. In order to decrease the percentage of students with 1 or more suspensions, Behavior Specialists will implement community service programs, small group counseling, behavior contracts and weekly progress monitoring.
3. In order to decrease the percentage of students with course failure in ELA or Math and to assist the students who are level 1 in ELA or Math, the students will be "doubled up" in two Math classes and/or two Reading classes. The students will also be encouraged to participate in free afterschool tutoring provided by the National Honor Society and Mu Alpha Theta, the Math Honor Society.
4. Level 1 and 2 students will be administered the FAIR and Achieve 3000. The data on these tests will be used to monitor these students and implement ways to help them be successful.
5. Departmentst will give various tests based o their subject area using the UDL design.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	8/29/2017 - 6/2/2018	8:00 AM - 2:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.67
Governance and Leadership	3.83
Teaching and Assessing for Learning	3.58
Resources and Support Systems	3.43
Using Results for Continuous Improvement	3.4
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>Through Curriculum Council and department PLC's, data will be disaggregated and analyzed for opportunities for improvement. Action plans will be developed based upon these outcomes and implemented in PLC's and the classroom with the assistance of Department Heads who participate in Curriculum Council. For example, survey data indicates a lag in the continuous improvement survey results. This will be improved through an examination of our assessment data which indicated academic performance issues in Algebra I and Geometry. This data will be shared through Curriculum Council and PLC's where strategies will be developed and implemented in the classroom.</p>	

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
Agenda-082917.pdf	October	A+ Funds	10/19/2017
Agenda-10-03.docx	October	A+ Funds	10/19/2017
SAC-Minutes---October-3.docx	October	A+ Funds	10/19/2017
SAC-Minutes---August-29.docx	October	A+ Funds	10/19/2017
SAC-ByLaws.html	October	SAC ByLaws	10/19/2017

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
9	736	5 of 29	10	32	63

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?

Grade-level Florida Standards are embedded into every course at Sheridan Technical High School. Teachers analyze these standards and collaborate to ensure there are no gaps in the curriculum. Artifacts/evidence is collected regularly to ensure that classroom instruction is aligned to grade-level standards, which is discussed during PLC's. Weekly activities are performed by students with data collected and distributed back to teachers to drive their teaching.

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?

Sheridan High School utilizes CPalms, the Florida Course System, which has core text embedded into the lessons. Additionally, STHS teachers utilize programs such as NoRedInk, NewsEla, Vocabulary.com, and Math Nation to ensure students have access to informational text for each content area. Classroom textbooks are accessible 24/7 via Canvas and/or D2L.

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?

Ranked 60th, with 6 averaged components, we are collaborating with two of the highest performing technical schools in Broward County in order to review their best practices/strategies in English and Mathematics for our own improvement within this band. Also, we will focus on improving student achievement by 5% or more as measured by the new English Language Arts Florida Standards Assessment, End of Course Exams, AP Performance and Industry Certification Passage rates.

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

The BEST Practice that we are scaling-up at our school to assure our school is the BEST performing school in our socioeconomic band will include continuing our End of Course/Advance Placement prep sessions in ELA, mathematics, science and other content areas. We will continue our school wide Professional Learning Communities that will focus on high yield instructional strategies to improve student achievement in reading and math. Additionally, we will continue our After School Tutoring Program, which is a whole child approach to increasing student achievement in all content areas by fostering a safe learning environment that will incorporate study skills, effective time management and tutoring.

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

The BEST Practices will be scaled-up by implementing the initiatives listed below.

- School-wide Professional Learning Communities will focus on Marzano's High Yield Instructional Strategies and the sharing of "Best Practices" to improve student achievement in reading and math.
- After School Tutoring Program, (SELA - Success in English Language Arts & Math Works!) which is a whole child approach to increasing student achievement in all content areas by fostering a safe learning

environment that will address study skills, effective time management, and tutoring.

- Parent Workshops on various topics to support our parents and students throughout the school year.
Seminar Topics: "Student Success Strategies: AP, PSAT, FOCUS and More," and "Financial Aid: What's New and What to Do?" and "Building a Bright Future Through Opportunities."

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Mentoring, Camps	Department Heads and Assistant Principals based on the various content areas	3/23/2018	A school wide PLC goal will be implemented in all PLC's using the NewsLEA program.	We will use SAC budget to assist in our Camps, helping to pay for teachers and transportation. Accountability funds will be used based on teacher bonuses and items to help all students.

School Improvement Plan (SIP)

School Name Deerfield Beach HS (1711)

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
1711_World Language_9-12	Thursday	1st	10/5/2017 - 5/3/2018	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_US History_11	Thursday	1st	10/5/2017 - 5/3/2018	12:30 PM - 2:30 PM	11
1711_Reading B_9-12	Thursday	1st	10/5/2017 - 5/3/2018	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_Reading A_9-12	Thursday	1st	10/5/2017 - 5/3/2018	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_PE/ROTC_9-12	Thursday	1st	10/5/2017 - 5/3/2018	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_ESE_9-12	Thursday	1st	10/5/2017 - 5/3/2018	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_Evi Sci_9-12	Thursday	1st	10/5/2017 - 5/3/2018	12:30 PM - 2:30 PM	9, 10, 11

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
1711_English_D_9-12	Thursday	1st	10/5/2017 - 5/3/2018	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_English_C_9-12	Thursday	1st	10/5/2017 - 5/3/2018	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_English_A_11-12	Thursday	1st	10/5/2017 - 5/3/2018	12:30 PM - 2:30 PM	11, 12
1711_English_B_9-12	Thursday	1st	10/5/2017 - 5/3/2018	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_Chemistry_10-12	Thursday	1st	10/5/2017 - 5/3/2018	12:30 PM - 2:30 PM	10, 11, 12
1711_Business 9	Thursday	1st	10/5/2017 - 5/3/2018	12:30 PM - 2:30 PM	9
1711_Biology_9-12	Thursday	1st	10/5/2017 - 5/3/2018	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_Arts Electives_9-12	Thursday	1st	10/5/2017 - 5/3/2018	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_AP History_9-12	Thursday	1st	10/5/2017 - 5/3/2018	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_Algebra Geometry_9-12	Thursday	1st	10/5/2017 - 5/5/2018	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_Algebra 1_9-12	Thursday	1st	10/5/2017 - 5/5/2018	12:30 PM - 2:30 PM	9, 10, 11, 12

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
9	682	22.70	25.80	29.00	40.90	33.90
10	662	24.60	21.90	26.90	48.70	34.10
11	634	38.30	13.60	20.70	60.30	32.50
12	582	39.50	6.40	12.40	67.60	16.70

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

Early Warning - Multiple Suspensions: Students who receive two or more referrals must be referred to the RTI/CPS Team. An RTI referral must be submitted to the team at that time. Interventions are then determined for the student by the RtI team, and the team must follow up on the student throughout the year to ensure academic or behavioral success.

Intervention Menu:

Parent/ Teacher Conference, Social Worker Referral, Family Counselor, Faculty Mentor, 21st Century YMCA after school program (tutorial services are provided),

Saturday School (Biology and Mathematics), School Psychologist: Request to be evaluated for ESE services, Progress Report, Regular monitoring from CPS Team

Outside service Agency recommendation: Henderson Clinic/Chrysalis, Clubs/Organizations recommendations: Mentoring Leaders of Tomorrow (MTL), Investing in Women of the Future (IWF), Women of Tomorrow (WOT)

Early Warning Indicator - Poor Attendance: Students who have poor attendance 6 days or more are referred to their administrator with an attendance referral. A social worker referral is then sent to our school based social worker. Mr. May and Ms. Furlonge-Laver meet to discuss students and make phone calls and letters to parents and monitor the student's attendance. When parents of chronically absent students cannot be reached by phone, they are paid a home visit by Ms. Furlonge-Laver who then follows up on the student and places interventions in TERMS.

Multiple warning indicators - RTI/CPST: Students with multiple warning indicators are monitored by the RtI team. A RTI/CPST referral is submitted to the team before services are started. After an rTi referral is received, the CPST team meets to discuss the student and determine a course of action. The students' teachers receive an email to start listing Tier one strategies used in the classroom. Once the student is unsuccessful he or she is then given instruction utilizing tier two differentiated strategies. Tier two strategies are implemented, sample work is kept in a portfolio from each teacher, and Tier two is documented on BASIS. Interventions are then set for the student and the team must follow up on the student throughout the year to ensure academic or behavioral success. It depends on the student's issue what interventions are put in place.

ELA Course Failure - Students who fail their required ELA English course retake the portion of the course they failed in the next school year through course recovery either in a Broward Virtual School course, or a face to face course. Students who fail the ELA FSA receive ELA remediation through a 90 minute block reading course, as well as extended learning opportunities offered after school.

Math Course Failure - 90 minute classes are scheduled to remediate students who have had math course failures. Level 1 freshman are placed in Algebra 1A so they can cover the content at a slower pace, and then a 90 minute blocked as sophomores for more instruction/teacher contact time.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st	8/22/2017 - 5/1/2018	8:00 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	3.67
Governance and Leadership	3.67
Teaching and Assessing for Learning	3.42
Resources and Support Systems	3.86
Using Results for Continuous Improvement	3.6

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

We will work to formally and informally to assist teachers with improving instructional and assessment practices. We will ensure that teachers provide exemplars to guide student work. We will work to ensure that school personnel are engaged in mentoring, coaching, or induction programs. We will do more to design, implement, and evaluate programs that engage families in meaningful ways in their children's education including parent nights. We are working to ensure that learning goals and scales are used in every classroom, and that students are aware of their own achievement data, and are given strategies for working towards mastery of those standards.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date

File Name	Standards & Indicator	Upload Date
2017-Self-Assessment-Deerfield-Beach-High.pdf	Standard 1: Purpose and Direction <hr/> Standard 2: Governance and Leadership <hr/> Standard 3: Teaching and Assessing for Learning <hr/> Standard 4: Resources and Support Systems <hr/> Standard 5: Using Results for Continuous	10/31/2017
Junior_agenda_2017-(1).docx	Standard 2: Governance and Leadership (2.1)	10/30/2017
Team-Leader-Meeting-Dates.html	Standard 1: Purpose and Direction (1.1, 1.2, 1.3)	10/30/2017
Safety-Procedures-17--18-.pdf	Standard 4: Resources and Support Systems (4.3)	10/30/2017

File Name	Standards & Indicator	Upload Date
Registration-for-PLCs-is-OPEN!!!.html	Standard 5: Using Results for Continuous (5.2, 5.4)	10/30/2017
Paraprofessional-Schedule-2017-2018.docx	Standard 4: Resources and Support Systems (4.1)	10/30/2017
Open-House-Tues-8_29.html	Standard 2: Governance and Leadership (2.5) Standard 3: Teaching and Assessing for Learning (3.8)	10/30/2017
DB-PLC-Meeting-Notes-10-5-17-Alvarado.docx	Standard 5: Using Results for Continuous (5.2, 5.4)	10/30/2017
Bucks%27_Bulletin_Personalization_Period_Information_08_17_2017.pdf	Standard 1: Purpose and Direction (1.2)	10/30/2017
17-18-ESOL-Reading-Plan-(Charlotte-E.-Jackson).docx	Standard 3: Teaching and Assessing for Learning (3.1, 3.2, 3.3)	10/30/2017

File Name	Standards & Indicator	Upload Date
17-18-Intensive-Reading-Plan-(Charlotte-E.-Jackson).docx	Standard 3: Teaching and Assessing for Learning (3.1, 3.2, 3.3)	10/30/2017
Reading-Department-Curriculum-Mapping-for-the-2017.docx	Standard 3: Teaching and Assessing for Learning (3.2)	10/30/2017
LAPTOP-CART-ASSIGNMENTS-2017.pdf	Standard 4: Resources and Support Systems (4.2, 4.4, 4.5)	10/30/2017
Achieve-3000-Refresher-OrientationTraining.pdf	Standard 3: Teaching and Assessing for Learning (3.11)	10/30/2017
DBHS-Bell-Schedules-2017--FINAL-(2)-(1).pdf	Standard 4: Resources and Support Systems (4.2)	10/30/2017

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Deerfield-Beach-HS-SAC-Meetings-2017.pdf	November	None	11/3/2017
Oct2017memsignin.pdf	October	Monitored	11/1/2017
Oct2017SignIn.pdf	October	Monitored	11/1/2017
Sept2017Sign-In.pdf	November	Monitored	11/1/2017
August2017Signin.pdf	November	Monitored	11/1/2017
Deerfield-Beach-HS-Composition-Report.pdf	October	None	10/31/2017
2017-Self-Assessment-Deerfield-Beach-High.pdf	October	Monitored	10/31/2017
DBHS-bylaws---SAF.pdf	October	SAF ByLaws	10/31/2017
Customer-Survey.pptx	October	Monitored	10/31/2017
SAC-Bylaws.pdf	October	SAC ByLaws	10/31/2017
SAC-Composition-Report.docx	October	A+ Funds	10/31/2017
SAC-Meetings---2017.docx	October	None	10/31/2017
SAC-September-Agenda2017.docx	October	Developed	10/19/2017
SAC-August2017-Minutes.docx	August	Monitored	9/22/2017
SAC-August2017Agenda.docx	August	Monitored	9/22/2017

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	523	19 of 61	3	151	302

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?

Deerfield Beach High School ensures that all classroom instruction is aligned to grade-level Florida Standards by providing department leaders and teachers with opportunities to develop standard based Instructional Focus Guides, lessons plans, and common assessments before each academic school year. Standard based instruction is monitored through Classroom Walk Throughs (CWT), Data Chats, and Professional Learning Communities. This is evidenced by CWT data collection, I-Observation reporting, and PLC notes.

During a CWT, the instructional leader examines the Blackboard Configuration for evidence of standards and learning goals. As the visit progresses, the instructional leader looks and listens for evidence supporting that the Florida Standards are aligned to the learning goals and that both are reflected in the classroom lesson. Data Chats are completed four times a year. Lesson plans, common assessment results, instructional best practices are reviewed and instructional questions and concerns are addressed. Teachers address focus standards, formulate creative, standard based lessons, and review best practices at PLC's. Making CWTs, data chats, and PLCs a central part of our academic plan, we can be assured that classroom instruction is aligned to grade-level Florida Standards.

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

Teachers are encouraged to use project-based learning to facilitate instruction in their classrooms. Students use computers to research and to design their projects. Teachers require students to extend their learning by using the internet, videos, and podcasts. Teachers also link reading assignments with various forms of media such as videos and other non-fiction sources like websites and historical documents.

School Improvement Plan (SIP)

School Name Dillard HS (0371)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
All 8 Dillard 6 - 12 PLC Meeting Dates	Thursday	1st	10/5/2017 - 5/3/2018	12:10 PM - 2:50 PM	6, 7, 8, 9, 10, 11, 12

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)
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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	129	15.50	30.80	7.00	51.50	28.70
7	169	22.50	34.30	18.30	71.60	45.00
8	189	19.00	32.30	21.20	69.70	39.70
9	585	19.70	18.60	32.80	46.60	34.20
10	487	21.40	15.00	15.00	53.40	26.50
11	439	16.60	19.10	26.70	74.00	33.50
12	372	38.20	4.80	8.60	71.30	11.80

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

In the area of reading, we will use Wilson and Rewards to address phonics and decoding. We will use Achieve 3000, USA TestPrep, and NewsELA, a program that uses current news stories to provide practice in informative texts in all reading classes to address and assess comprehension skills. Teachers will also utilize Vocabulary.com to address vocabulary deficiencies. In the area of mathematics, Algebra Nation, Khan Academy, and MyHRW (the textbook website) as well as USA TestPrep will be used with high risk students. In the area of science, remediation centers will be used to address areas of weakness as a means to differentiate instruction and weekly common assessments will be used to monitor student performance. EdPuzzle will also be used as a means of remediation of all students in biology.

Saturday Camp and the YMCA Afterschool Tutoring Programs will be offered to all students for remediation and enrichment in the areas of reading, math, science, and social studies.

RtI Team Meeting Schedule

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Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd	10/17/2017 - 5/22/2018	9:00 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	3.0
Governance and Leadership	3.33
Teaching and Assessing for Learning	3.17
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.

Our Professional Learning Communities will use Professional Study Days to assess student achievement; develop strategies to address student deficiencies and share best practices. When possible common

planning periods will be used to provide an opportunity for teachers to share ideas and collaborate. Professional Development training in technology, curriculum and BASIS will be offered during the Early Release and Teacher Planning Days to improve efficiency and time-management. Using programs such as Naviance, students and their parents will perform college and career research, upload their resume', search for scholarships and request and upload letters of recommendation.

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
October-SAC-Meeting.pdf	October	Monitored	11/1/2017
September-SAC-Meeting.pdf	November	None	11/1/2017
DHS_Committee-Membership_17-18.pdf	October	Developed	10/23/2017
SAC-ByLaws.pdf	October	SAC ByLaws	10/19/2017
SAC-SAF-Meeting-Schedule.pdf	October	SAC ByLaws	10/18/2017
AdvancED-Self-Assessment-17-18.pdf	October	Monitored	10/18/2017

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?

Classroom instruction is aligned to grade-level Florida standards by ensuring that each department is aligned to curriculum pathways set forth by the district. Additionally, each department establishes a school level calendar that guides the instruction and assures deliberate practice in alignment with the state standards. The alignment is evidenced through teacher lesson plans, student work, and posted objectives and standards in the classroom. The alignment is monitored through classroom visitations.

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

In addition to access to core, supplemental, and intervention programs, the school has invested in digital resources to support instruction and expand student access to informational text. Teachers have access to NewsELA, USA Test Prep, My HRW, Achieve 3000, Algebra Nation, and Khan Academy. Teachers are also able to access independent resources that align and support the standards. Teachers in all core subjects have been trained to use reading strategies within 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?

Based on the most recent FSA data, the school continues to focus on the area of literacy. This school-wide focus is promoted through the use of an ELA Instructional Focus Calendar and shared with all departments. The literacy coaches conduct professional development highlighting literacy strategies that can be implemented in the various disciplines.

This focus was identified based on the previous FSA ELA school-wide data, which identified the need for continuous improvement in this area. This focus allows us to impact a maximum number of students. Literacy is the foundation of a majority of content areas and this focus can assist students in the transference of knowledge, skills, habits and strategies across disciplines to positively impact student achievement.

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

To improve the teaching and learning in order to increase student performance, the school-based PLC's have been reconfigured to address both discipline-specific and grade level needs when focused on the literacy growth of the student population. Within this context, teachers can conduct intensive data analysis, explore high-impact strategies and monitor the progress and impact of revised instructional practices. Time will also be spent collaborating to improve the understanding and application of standards and demonstrating effective practices.

The Master Teacher Program will increase opportunities to demonstrate best practices in core curricula areas.

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

As previously mentioned, the focus will be on evidence-based strategies in response to data analysis. The deliberate approach encourages teachers to analyze the impact of instructional delivery and identify ways to differentiate instruction to meet the needs of all students. Mastery and growth are the goals of student performance and will be evidenced through student portfolios, common formative assessments, shared teacher strategies and peer modeling.

The Master Teacher Program will increase opportunities to demonstrate best practices in core curricula areas.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Strategies and Activities implemented will be Achieve 3000, USA TestPrep, Vocabulary.com and Khan Academy along with Professional Development and PLC's.	Administration- and Literacy Coaches	5/4/2018		

School Improvement Plan (SIP)

School Name Everglades HS (3731)

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
3731_Algebra1_9-12	Thursday	1st	8/14/2017 - 5/25/2018	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_Reading_9-12	Thursday	1st	8/14/2017 - 5/25/2018	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_UpperLevelMathematics_9-12	Thursday	1st	8/14/2017 - 5/25/2018	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_CTACE_9-12	Thursday	1st	8/14/2017 - 5/25/2018	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_BiologyEOC_9-12	Thursday	1st	8/14/2017 - 5/25/2018	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_ELA_910	Thursday	1st	8/14/2017 - 5/25/2018	12:15 PM - 2:45 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
3731_ELA_1112	Thursday	1st	8/14/2017 - 5/25/2018	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_ESE_9-12	Thursday	1st	8/14/2017 - 5/25/2018	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_Geometry_9-12	Thursday	1st	8/14/2017 - 5/25/2018	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_Science_9-12	Thursday	1st	8/14/2017 - 5/25/2018	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_SocialStudies_9-12	Thursday	1st	8/14/2017 - 5/25/2018	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_Guidance_9-12	Thursday	1st	8/14/2017 - 5/25/2018	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_PE/ForeignLang/JROTC/ForeignLang/Humanities_9-12	Thursday	1st	8/14/2017 - 5/25/2018	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_USHistoryEOC_9-12	Thursday	1st	8/14/2017 - 5/25/2018	12:15 PM - 2:45 PM	9, 10, 11, 12

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
9	626	7.20	8.60	22.40	24.00	14.90
10	650	8.20	10.80	20.80	35.50	19.10
11	714	9.20	8.10	27.00	56.40	18.10
12	581	12.20	6.20	7.40	65.20	7.10

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

Tracking Forms
Behavior Charts
Functional Assessment Checklist
Student Self Evaluation Log
Grade/Attendance Report Tracking
Rating Forms
Self Monitoring Assignment Sheet
Parent Questionnaire
ABC Charts
Student Learning Style Survey
Frequency Charts
Progress Reports (Daily, Weekly)

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 3rd	8/28/2017 - 5/29/2018	8:00 AM - 10:10 AM
Monday	2nd, 4th	8/28/2017 - 5/29/2017	8:00 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	3.0
Governance and Leadership	3.0
Teaching and Assessing for Learning	2.92
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.

- We will use funding from the District Bond to enhance and increase student and faculty access to technology.
- We will work toward the creation of a mentoring and support programs to ensure student academic and college and career readiness needs are met
- We will work toward the growth of our innovative programs to provide students options for increased rigor, such as Fire Academy, Sports Medicine Programs, Cambridge Academy International School, Career and Technical Dual Enrollment, and Health Sciences.
- We will provide relevant professional development to teachers in the area of Learning Goals and Performance Scales to use in their classes to gauge student mastery of course material, increase rigor, and enhance student achievement.
- We will improve our implementation of common assessments, and will use the acquired data to improve classroom instruction.
- We will provide Remediation and Enrichment of course material following the administration of common assessments.
- We will improve upon our comprehensive communication plan with stakeholders to include newsletters, rob calls, parent night, curriculum fairs, and an informative website.

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
3731_SACBylaw_2017.pdf	November	SAC ByLaws	11/1/2017
Everglades-SAC-Composition-Report-17-18.pdf	November	Developed	11/1/2017
3731_sign-in-sheet_10.24.17.pdf	October	A+ Funds	11/1/2017
SAF-Minutes-October-2017.pdf	October	None	11/1/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAF-Sign-In-Sheet-October-2017.pdf	October	None	11/1/2017
SAF-Agenda-October-2017.pdf	October	None	11/1/2017
3731_10242017_agenda.docx	October	Monitored	10/31/2017
SAC-Cal-17--18.xlsx	October	Monitored	10/31/2017
SAF-Sign-In-Sheet-September-2017.pdf	October	SAF ByLaws	10/31/2017
SAF-Agenda-September-2017.pdf	October	SAF ByLaws	10/31/2017
3731_09262017_agenda.docx	October	Monitored	10/17/2017
3731_05162017_Minutes-(1).docx	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
6	558	25 of 72	2	164	327

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?

Working in our professional learning communities, teachers can collaborate to ensure we are working on a common pacing guide and curriculum that is aligned to the grade-level Florida Standards. Student Common Assessment Data is used to ensure that classroom instruction is aligned to grade-level standards.

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

Through our Personalization Periods, guidance will sign students up on Naviance, Khan Academy, Broward Single Sign On, and Math Nation. Everglades High School currently has a 3:1 ratio for student laptop usage.

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?

On the most recent reading assessment (2017) our students 9-12 scored at a 61% proficiency level (3 or higher). As a result, to improve in this critical area, we will focus on improving student achievement in their English Language Art Classes and reading classes using Achieve 3000.

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

To increase performance within our SES Band, we will,

- Scale-up the effectiveness of our English Language Arts Professional Learning Communities (PLC). Instructors will team up to focus on students areas of weaknesses determined by FSA results in order to increase student achievement and success. Beyond the English/Reading departments, all other departments in the school will focus on improving reading/language arts throughout all content areas by implementing research-based instructional strategies developed and designed through learning communities.
- Scale-up our response to intervention by identifying struggling students who are in need of additional assistance and intervention through this process. A team of professionals will work together to design interventions, monitor progress, and identify the next steps as needed.

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

To scale up our best practices we will,

- Work to improve the quality and relevance of our Professional Learning Communities so that teachers receive the training they need to be more effective in the classroom, especially in the area of reading. In addition, we will encourage PLC facilitators to attend trainings that increase their ability to be effective instructional leaders.
- Increase RTI meeting times from once a month to once a week, to provide more assistance to more students.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Rigor, Enrichment, and Remediation for all students.	All Stakeholders	5/25/2018	Monthly	\$19,346.00

School Improvement Plan (SIP)

School Name Flanagan, Charles HS (3391)

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
Guidance	Thursday	2nd	9/1/2017 - 6/15/2018	1:40 PM - 2:40 PM	9, 10, 11, 12
Social Studies	Thursday	2nd	9/1/2017 - 6/15/2018	1:40 PM - 2:40 PM	12
World History	Thursday	2nd	9/1/2017 - 6/15/2018	1:40 PM - 2:40 PM	9, 10
US History	Thursday	2nd	9/1/2017 - 6/15/2018	1:40 PM - 2:40 PM	11
Science	Thursday	2nd	9/1/2017 - 6/15/2018	1:40 PM - 2:40 PM	9, 10, 11, 12
Biology	Thursday	2nd	9/1/2017 - 6/15/2018	1:40 PM - 2:40 PM	9, 10, 11, 12
Reading	Thursday	2nd	9/1/2017 - 6/15/2018	1:40 PM - 2:40 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Math CR	Thursday	2nd	9/1/2017 - 6/15/2018	1:40 PM - 2:40 PM	12
Geometry	Thursday	2nd	9/1/2017 - 6/15/2018	1:40 PM - 2:40 PM	9, 10, 11, 12
Algebra II	Thursday	2nd	9/1/2017 - 6/15/2018	1:40 PM - 2:40 PM	9, 10, 11, 12
Algebra I	Thursday	2nd	9/1/2017 - 6/15/2018	1:40 PM - 2:40 PM	9, 10
PE/ROTC	Thursday	2nd	9/1/2017 - 6/15/2018	1:40 PM - 2:40 PM	9, 10, 11, 12
World Language	Thursday	2nd	9/1/2017 - 6/15/2018	1:40 PM - 2:40 PM	9, 10, 11, 12
Fine Arts	Thursday	2nd	9/1/2017 - 6/15/2018	1:40 PM - 2:40 PM	9, 10, 11, 12
ESE	Thursday	2nd	9/1/2017 - 6/15/2018	1:40 PM - 2:40 PM	9, 10, 11, 12
English 11/12	Thursday	2nd	9/1/2017 - 6/15/2018	1:40 PM - 2:40 PM	11, 12
English 9/12	Thursday	2nd	9/1/2017 - 6/15/2018	1:40 PM - 2:40 PM	9, 10
CTE	Thursday	2nd	9/1/2017 - 6/15/2018	1:40 PM - 2:40 PM	9, 10, 11, 12

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
9	626	12.50	8.80	12.80	22.90	12.30
10	711	17.00	14.90	18.60	33.30	21.80
11	802	18.20	12.20	19.30	50.40	21.30
12	738	26.60	6.50	14.00	54.90	13.60

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

Tracking Forms
Behavior Charts
Functional Assessment Checklist
Student Self Evaluation Log
Grade/Attendance Report Tracking
Rating Forms
Self Monitoring Assignment Sheet
Parent Questionnaire
ABC Charts
Student Learning Style Survey
Frequency Charts

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	10/10/2017 - 6/5/2018	1:00 PM - 2:40 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	3.17
Teaching and Assessing for Learning	3.17
Resources and Support Systems	3.0
Using Results for Continuous Improvement	3.2

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

The school staff will continue to build on our strengths and improve our weaknesses. We will focus on our purpose and direction by creating buy in and sharing our mission with all of our stakeholders. We will continue to utilize our resources and support systems such as specialized study hall and mentoring programs. The school staff will continue to implement our professional development plan that includes PLC meetings, faculty trainings, department workshops, and our annual summer retreat. These activities will take place throughout the year to improve the standards related to teaching and assessing for learning, resources, and using results for continuous improvement. Our communication plan that includes our website, school newsletter, automated robocalls, text reminders, and an extensive use of the school's electronic marquee will be executed as a way to better convey the school's purpose and direction and leadership responsibilities to parents and other community stakeholders. In addition, SAC meetings continue to be another activity that provide guidance to the school in upholding the accreditation standards.

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
Flanagan-SAC-Composition.pdf	October	Monitored	11/2/2017
SAF-Attendance-10232017.pdf	October	SAF ByLaws	11/2/2017
SAC-&-SAF-Minutes-05152017.docx	October	Monitored	10/24/2017
SAC-Agenda-102317.docx	October	SAC ByLaws	10/24/2017
SAC-Attendance-10232017.pdf	October	SAC ByLaws	10/24/2017
SAC-By-Laws-17-18.pdf	October	SAC ByLaws	10/18/2017

File Name	Meeting Month	Document Type	Uploaded Date
2017-2018-SAC-Dates.docx	October	SAC ByLaws	10/5/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
6	620	6 of 72	71	133	265

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
FSA/EOC Camps including Push-in/Pull out remediation by teachers and administrators for students at risk of not meeting goals on state tests. Monitoring will take place for seniors with an increased emphasis on ACT to meet graduation requirements.	Brad Fatout, Jay Milmed, Assistant Principals	6/1/2018		
Professional Development for teachers on USA Test Prep to provide practice for students on state tests and ACT/SAT/PERT.	Brad Fatout, Assistant Principal	6/1/2018	yes	

Strategies	Persons responsible	Deadline	Professional Development	Budget
School-wide reading and writing program that involves all teachers and students in high lexile reading passages focusing on NGSS Standards and CCSS Standards.	Jennell Ward & Rhonda Ben-Ezra, Literacy Coaches	6/1/2018	Yes	
Provide pull-out remediation for students at risk of not graduating in four years. Provide mentorship for students beginning in the 9th grade to continue through high school (e.g. Kefford's Kids, PASL)	Jennell Lozin, Rhonda Ben-Ezra, Lead Teachers and Brad Fatout, Assistant Principal	6/1/2018	Yes	
Professional Development for staff on Florida Standards, especially developing close reading of passages and creating arguments supported by text.	Jennell Ward, Literacy Coach	6/1/2018	Yes	

School Improvement Plan (SIP)

School Name Fort Lauderdale HS (0951)

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
English (9th, 10th, 11th/12th), Biology, Science, Algebra 1, Geometry, Algebra 2 & Above, US History, AICE History, Government, CTACE, APPS, Literacy, Guidance, ESE	Thursday		8/14/2017 - 5/15/2018	12:35 PM - 2:40 PM	9, 10, 11, 12

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 suspensions	% of students with course failure in ELA or Math	% of students level in Math ELA or Math	% of students exhibiting 2 or more Warning Indicators
9	519	11.90	9.60	30.30	23.10	21.60
10	574	15.70	6.30	22.60	20.10	16.60
11	515	20.20	5.60	23.70	33.30	17.70
12	481	36.00	10.20	12.30	69.00	15.40

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

We collect a variety of school level data to monitor student progression toward meeting school and district goals. In particular, we use data from common assessments given by our teachers to determine student progression toward meeting school and district goals. We also collect and analyze EOC, FSA, and PSAT.

Data from common formative and summative assessments are used to inform instruction based on students' needs. We also use Khan Academy, USA Test Prep, Achieve 3000, and Naviance to help guide instructional decisions and provide students with additional academic opportunities and to institute appropriate interventions.

To ensure the fidelity of appropriate interventions for students that are not progressing towards school and district goals, we conduct regular RtI meetings, and foster a culture that encourages collaboration between teachers and parents to help improve student achievement. We also offer a variety of remediation opportunities that are monitored, including structure teacher assistance and STAR Tutoring.

To ensure all classroom instruction is accessible to the full range of learners using Universal Design for Learning (UDL) principles, we provide our teachers with the traditional and current resources needed to be effective. Resources include computers, educational software, textbooks, among other things.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd	9/3/2017 - 5/31/2017	1:00 PM - 2:40 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	2.67
Governance and Leadership	3.17
Teaching and Assessing for Learning	3.17
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.

To increase our overall rating, Fort Lauderdale High School will engage in the following activities.

- Structure relevant and effective PLC's to equip our teachers with the knowledge and skills they need to serve our diverse student population.
- Emplement a comprehensive communication plan to aid in sustaining two way communication between all stakeholde
- Create a positive and safe school environment that facilitates effective teaching and learning
- Commit to high expectations for learning as well as shared values and beliefs about teaching and learning.
- Be more inclusive to ensure that all perspectives and voices are heard.

- Soliciting authentic feedback from all stakeholders, by using Cambridge Action Learner Research.
- Engaging in curriculum alignment and horizontal/vertical planning
- Providing authentic and relevant professional development for all staff
- Continuously review and adjust the curricular paths for students based on their achievements and needs.
- Recruit and retain qualified and sufficient staff to provide support service to students and maintain a high expectation of all faculty and staff.
- Constantly assess the effectiveness of the implementation of our support services.
- Utilize Naviance, Achieve 3000, Khan Academy, and USA Test Prep

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
FLHS-SAF-Bylaws.docx	November	SAF ByLaws	11/3/2017
0951_SAF-MInutes-_10_10_17.pdf	October	SAF ByLaws	11/1/2017
0951_SAF-Sign-In-Sheet-10_10_17.pdf	October	SAF ByLaws	11/1/2017
0951_SAF-Sign-In-Sheet-10_10_17.pdf	October	SAF ByLaws	11/1/2017
0951_SAC-Sign-in-Sheet-10_10_17.pdf	October	Monitored	11/1/2017
0951_SAC-MInutes-_10_10_17.pdf	October	Monitored	11/1/2017
0951_SAC-MInutes-_8_22.pdf	August	Developed	11/1/2017

File Name	Meeting Month	Document Type	Uploaded Date
0951_SAC-Sign-in-Sheet-8_22_17.pdf	August	A+ Funds	11/1/2017
SAF-Bylaw-17-18.docx	October	SAF ByLaws	11/1/2017
SAC-ByLaws.pdf	October	SAC ByLaws	11/1/2017
2017-2018-SAC-Composition-Report.pdf	October	None	11/1/2017
SAC-SAF-MEETING-DATES.pdf	August	None	11/1/2017
0951_Agenda_10-10-17.pdf	October	A+ Funds	10/16/2017

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
5	672	6 of 78	9	66	131

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's target area of improvement is our PSAT administered by the College Board. We are targeting critical reading, math, and writing. The school mean score for the 2016-2017 school year for 9th grade students was 446 in ELA and 443 in math. The school mean score for the 2016-2017 school year for 10th grade students was 468 in ELA and 466 in math. The school mean score for the 2016-2017 school year for 9th grade students was 490 in ELA and 483 in math. The national mean score for the 2016-2017 school year for 10th grade was 479 in Evidence Based Reading /Writing, 479 in math with 39.3% of students meeting mastery benchmark.

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

In order to increase student achievement on the PSAT all 9th, 10th, and 11th grade students were provided an opportunity to take the PSAT. This was to ensure that we were inclusive of all students (ESE, ELL, GIFTED, Lowest Quartile, and all Sub Populations). The school also initiated a collaborative partnership with the College Board to provide trainings for teachers and student resources. Lead teachers were provided opportunities to train with the College Board and share the information in their PLCs. The school has also purchased access to AP online course modules for teachers. By making the PSAT inclusive to all 9th, 10th, and 11th grade students each student will be provided with access to an individualized study plan that uses KHAN Academy, Naviance, and Achieve 3000 to increase student achievement. The school also has implemented AP potential, which uses the results of PSAT scores to predict courses that will yield the highest probability of success.

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

To scale-up the aforementioned best practice, all instructional staff will participate in a professional learning community that employs a reflective and monitored approach to learning. Prior to PLC meetings, PLC facilitators will be provided the opportunity to reflect as a group, share best practices, resources, and will be given the opportunity to provide feedback on student achievement & teacher learning. Within the PLCs, teachers will be trained in the Accountable Talk method to examine how to move students toward mastery and beyond mastery. The PLCs will also educate teachers on how to provide timely, meaningful, and purposeful feedback to students. Students will engage in the BEST process by reflecting on their own work, examining their error of reasons, and providing feedback to their peers. Students will also be engaged by using the Personalization Periods to seek out assistance to improve their academic achievement.

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 success was that we increased our proficiency in 10th grade, overall school proficiency, algebra 1 EOC, overall math, and US history EOC. The areas that declined were the biology, and lowest quartile (gains/meeting mastery). The successful strategies were the PLC, USA Test prep, and meaningful feedback. These resources allowed for uniformity across the curriculum and increased the rigor of instruction.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
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School Improvement Plan (SIP)

School Name Miramar HS (1751)

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
1751 Reading	Thursday	1st	8/14/2017 - 5/11/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
1751 World History	Thursday	1st	8/14/2017 - 5/11/2018	11:45 AM - 2:45 PM	9, 10
1751 CTACE 2	Thursday	1st	8/14/2017 - 5/11/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
1751 ESE 9-12	Thursday	1st	8/14/2017 - 5/11/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
1751 Science 9-12	Thursday	1st	8/14/2017 - 5/11/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
1751 Literacy 11-12	Thursday	1st	8/14/2017 - 5/11/2018	11:45 AM - 2:45 PM	11, 12
1751 Literacy 9-10	Thursday	1st	8/14/2017 - 5/11/2018	11:45 AM - 2:45 PM	9, 10

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
1751 Math 1	Thursday	1st	8/14/2017 - 5/11/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
1751 Math 2	Thursday	1st	8/14/2017 - 5/11/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
1751 CTACE 1	Thursday	1st	8/14/2017 - 5/11/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
1751 Guidance 9-12	Thursday	1st	8/14/2017 - 5/11/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
1751 Physical & Fine Arts	Thursday	1st	8/14/2017 - 5/11/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
1751 Social Studies 9-12	Thursday	1st	8/14/2017 - 5/11/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
1751 Am History	Thursday		8/14/2018 - 5/11/2018	11:45 AM - 2:45 PM	10, 11
1751 World Languages 9-12	Thursday	1st	8/14/2017 - 5/11/2018	11:45 AM - 2:45 PM	9, 10, 11, 12

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
9	627	11.80	20.30	32.40	46.50	32.10
10	682	13.60	13.00	20.20	48.00	22.00
11	631	18.40	13.20	20.90	62.70	24.20
12	684	32.60	8.30	6.90	68.30	13.00

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

Student data is derived from diagnostic tests, common formative assessments, and state assessment data in order to drive instruction and provide a realistic picture of student achievement. The data from these tests are discussed and monitored in our monthly Professional Learning Communities.

The instructional materials used for students include Quia, vocabulary.com and Newsela. Quia is an assessment resource that allows data to be compiled quickly and show trends and areas of deficiencies in student performance. Vocabulary.com helps students learn new vocabulary terms at their own pace. Newsela is a reading/current event resource where teachers can assign work based on a student's lexile level which allows for differentiated instruction to take place in the classroom.

Reports are generated after interim reports and quarterly report cards. Students that are not progressing properly are monitored by guidance counselors and social workers. In addition they are given a student mentor through our Mentoring Tomorrow's Leaders program in order to give them an extra push towards improving and ultimately being on track.

RtI Team Meeting Schedule

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Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	4th	8/29/2017 - 5/29/2018	8:00 AM - 11:00 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	3.33
Teaching and Assessing for Learning	3.08
Resources and Support Systems	2.43
Using Results for Continuous Improvement	2.8
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>In order to increase our score we will continue to use PLC's to create a data driven environment which will lead to student improvement on mandated examinations. Within PLC's teachers will create diagnostic and</p>	

common assessments, adjust their curriculum focus guides based on student data and ensure that all teachers are on the same page across their various subject areas. In addition, Administration will be monitoring the work done in PLC's by conducting quarterly data chats with every teacher on campus. By engaging in regular data chats and the support of administration a data driven culture will pervade throughout Miramar High School which has continually been shown to lead to school improvement.

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_MHS_17-18.pdf	November	Developed	11/3/2017
MHS_Self-Assessment_17-18.pdf	November	None	11/1/2017
SAC-Sign-In-Sheets-Oct-2017.pdf	October	Monitored	10/31/2017
SAC-Meeting-Minutes-10-17-17.docx	October	Monitored	10/31/2017
SAC-Meeting-Minutes-10-17-17.docx	October	Monitored	10/30/2017
SAC-Sign-In-9-26-17.pdf	October	SAC ByLaws	10/19/2017
SAC-Agenda-10-17-17.pdf	October	Monitored	10/19/2017
SAC-Sept-Agenda.pdf	October	A+ Funds	10/10/2017
SAC-SAF-PTSA-Mtg-17-18.docx	October	A+ Funds	10/10/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAC-ByLaws-2017-2018.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	479	34 of 61	-479	173	346

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?

Curriculum leaders create curriculum maps that guide instruction in their respective departments. Curriculum mapping followed by team planning and classroom observations ensures instruction is aligned to grade level standards.

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

The school provides access to informational text through digital library resources, Newsela and digital textbooks.

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?

For the 2017-2018 school year, Miramar will be focusing on improving performance on several on standardized assessments that are utilized to determine student end of course grades, graduations status and the overall school letter grade. The goal is increase student proficiency by 3%. Student will demonstrate growth in each of the outlined by May of 2018:

- 39% to 42% in ELA as measured on the FSA ELA assessment
- 34% to 37% in Math as measured on the FSA EOC
- 49% to 52% in Biology as measured on the Pearson EOC
- 67% to 70% in U.S. History as measured on the Pearson EOC

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

In order to improve student performance on on standardized assessments in English, Math, Social Studies and America History. Teacher will meet in their PLCs during the monthly professional study days to do the following:

- review and adjust their curriculum maps
- create common assessments on the standards
- analyze the data from the assessments
- adapt lessons based on the data
- present best practices on different subject matter to address the standards
- receive training in support materials such as Quia, USA Test Prep, Achieve 3000, Naviance et...

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

In addition to utilizing professional study days to addresses all the topics stated above teachers will utilize common planning time. Teachers will also attend monthly chat and chew sessions provided during each class period to learn about new support materials such as khan academy, voc.com, newsela as well as to observe best practices showcased by different members of the faculty. Teachers will also attend district trainings offered through "my learning plan".

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
<p>In order to improve student performance on standardized assessments in core subjects. Teacher will meet in their PLCs during the monthly professional study days and during common planning to adjust curriculum maps, design common assessments and share best practices.</p>	<p>Curriculum Team and Curriculum Leaders</p>	<p>5/11/2018</p>	<p>Professional Development will be provided during monthly Chat 'n Chew presentations as well as through sessions teachers select and attend as identified in "My Learning"</p>	<p>\$5,000.00</p>

School Improvement Plan (SIP)

School Name Northeast HS (1241)

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
17 PLC groups broken down by common subject areas	Thursday	1st	10/5/2017 - 5/3/2018	12:00 PM - 2:45 PM	9, 10, 11, 12

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)
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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
9	496	16.40	7.80	39.90	60.70	35.20
10	511	16.40	7.80	39.90	60.70	35.20
11	426	16.40	7.50	27.70	64.60	23.20
12	423	19.90	7.10	16.10	67.00	12.10

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

Students that are identified by the early warning system are referred to the school's free after school services that include enrichment opportunities in reading and math. The students will also have access to programs that track and monitor their progress, but more importantly provides personalized scaffolding for the students. These programs include Achieve 3000, Algebra Nation, ALEKS, etc. The students are able to utilize their study hall classes to access the available on site instructional resources, therefore the students do not lose any instructional time.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	8/29/2017 - 5/29/2018	2:45 PM - 3:45 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	2.83
Teaching and Assessing for Learning	2.67
Resources and Support Systems	2.29
Using Results for Continuous Improvement	2.2
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>The goal is to increase resources and support systems and using results for continuous improvement to a 2.5. While improvements are addressed schoolwide special focus is being concentrated on learning gains in math and addressing the lowest quartile. The activities that will help to increase this rating are the following:</p> <ol style="list-style-type: none"> 1. Continued mini assessments school wide with data analysis, retaching and scaffolding previous material with new material. 2. Utilize data from PSAT to address weaknesses in 9th and 10th grade results. 3. Focusing on ACT/SAT or next subject preparation after EOC exams. 4. TIF master teachers working to train faculty and support experienced teachers. 5. District support for math instruction. 6. Social Emotional training fro entire faculty. 	

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-October-sign-in-sheets.pdf	October	A+ Funds	10/18/2017
SAC-October-2017-Agenda.doc	October	A+ Funds	10/18/2017
SAC-October_16_2017_MeetingMinutes.doc	October	A+ Funds	10/18/2017
September-SAC-sign-in.pdf	September	A+ Funds	10/18/2017
SAC-September-2017-Agenda.doc	September	A+ Funds	10/18/2017
AUGust-SAC-Minutes.pdf	August	A+ Funds	10/18/2017
August-SAC-sign-in-(2).pdf	August	A+ Funds	10/18/2017
August-SAC-sign-in.pdf	August	A+ Funds	10/18/2017
SAC-September_19_2017.doc	September	A+ Funds	10/18/2017
SAC-August-2017-Agenda.doc	August	A+ Funds	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
4	414	53 of 61	4	206	411

Goals

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

- Department leaders provide multi-tiered support to their teachers on a regular basis and help lead inter-department Professional Learning Communities focus on standards based common mini-assessments that are given on a bi-weekly basis.
- Mini-assessment results is logged by each and every faculty member into a school wide data base system

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?

- Laptop carts that service classrooms
- Personal cellular devices
- RecordEx
- Apple Elmo

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

- The Science department designed the mini-assessment so that each question matches the Depth of Knowledge level for each individual standard that is tested.

School Improvement Plan (SIP)

School Name Pompano Beach HS (0185)

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
Leadership	Monday	3rd	9/18/2017 - 5/12/2018	8:00 AM - 4:15 PM	9, 10, 11, 12
Math (Geometry)	Tuesday	2nd4th	9/12/2017 - 5/8/2018	3:25 PM - 4:15 PM	9, 10
Math	Tuesday	2nd4th	9/12/2017 - 5/8/2018	3:25 PM - 4:15 PM	9, 10, 11, 12
English	Tuesday	2nd4th	9/12/2017 - 5/8/2018	3:25 PM - 4:15 PM	9, 10, 11, 12
Technology	Tuesday	2nd4th	9/12/2017 - 5/8/2018	3:25 PM - 4:15 PM	9, 10, 11, 12
World Languages	Tuesday	2nd4th	9/12/2017 - 5/8/2018	3:25 PM - 4:15 PM	9, 10, 11, 12
Science	Tuesday	2nd4th	9/12/2017 - 5/8/2018	3:25 PM - 4:15 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Social Studies	Tuesday	2nd4th	9/12/2017 - 5/8/2018	3:25 PM - 4:15 PM	9, 10
Social Studies	Tuesday	2nd4th	9/12/2017 - 5/8/2018	3:25 PM - 4:15 PM	11, 12
School Counseling	Tuesday	2nd4th	9/12/2017 - 5/8/2018	3:25 PM - 4:15 PM	9, 10, 11, 12

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
9	311	2.30	1.00	2.60	9.10	1.30
10	328	3.00	1.80	3.40	7.20	1.50

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
11	301	5.60	2.30	4.70	24.70	2.70
12	264	10.60	5.30	5.70		3.40

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

Pompano Beach High School has a variety of intervention strategies for students as early warning indicators. Personalization for Academic Social-Emotional Learning (PASL) is a mentoring program utilized with freshmen that offers advise, counseling, and daily intervention techniques in one-on-one, small group, and whole class settings in order to assist these students with their move to the high school setting. Along with working with administrators and counselors, students work with peer mentors to better equip themselves academically and emotionally. Peer mentor assist students with the high school transition and beyond. PBHS has an Elegibility Review Panel that notes students whose GPA falls below the 2.5 level. Students are offered two semesters in which to work with teachers, counselors, and administration to raise their GPA's and thus succeed in school.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 3rd	11/6/2017 - 5/21/2018	9:00 AM - 10:54 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	3.67
Governance and Leadership	3.67
Teaching and Assessing for Learning	3.25
Resources and Support Systems	3.29
Using Results for Continuous Improvement	3.2
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>Standard 1: Improve the alignment of state standards with mandated textbooks. Focus on CARE and BEST. Standard 2: Improve the use of iObservation as an evaluative tool. Align iObservation with daily practices. Standard 3: Improve the use of data to guide PLCs. Continue improving the use of formative and summative assessments. Standard 4: Offer PLC's to assist teachers with implementing and utilizing new programs and applications such as CANVAS. Standard 5: Offer workshops in the use and interpretation of data through BASIS, Naviance, and Khan Academy.</p>	

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date

File Name	Standards & Indicator	Upload Date
DIAGNOSTIC-Pompano-Beach-High.pdf		10/25/2017

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-meeting-schedule-17.18.docx	October	Developed	10/25/2017
Pompano-Beach-High-Committee-Membership.pdf	October	Developed	10/25/2017
Pompano-Beach-HS-0185-SAC-ByLaws.pdf	October	SAC ByLaws	10/10/2017
SAC-Bylaws-2017-18.pdf	October	SAC ByLaws	10/10/2017
AGENDA_MINUTES-Signin_100917.pdf	October	Developed	10/10/2017
AGENDA_MINUTES_Signin_092517.pdf	October	Developed	10/1/2017

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	787	2 of 60	29	15	29

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 Floridas Standards drive all the QITs (PLC) which drives instruction in all the classrooms. Department assessments are created and shared collegially to ensure that classroom instruction is aligned to grade-level standards. Lesson plans are turned and reviewed periodically by both the department chairs and the evaluating administrators.

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?

Pompano Beach High School uses the following mediums to esure students have access to informational text for each content area:

Canvas

Newsela

Vocabulary.com

Khan Academy

News in slow Spanish & French

Gilder Lehrman

USA Test Prep

Algebra Nation

Albert IO

Gmetrics.net

ACA test prep.com

Code.org

March 2 Success

Edx.com

Phet.com

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

The percentage of lower-quartile math students who have a gain from 2017 to 2018 will increase from 49% to 52%.

The 9th and 10th grade ELA students who have a gain from 2017 to 2018 will increase from 67% to 70%.

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: A focused and authentic professional learning community.

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

By focusing our QITs (PLCs) on the CARE cycle we expect to see improvement in the quality of Pompano Beach High School's QITs.

School Improvement Plan (SIP)

School Name Stranahan HS (0211)

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
US History EOC - Striving For That Five!	Wednesday	1st2nd3rd4th	9/6/2017 - 5/2/2018	7:10 AM - 7:35 AM	9, 10, 11, 12
Social Studies of Literacy	Wednesday	1st2nd3rd4th	9/6/2017 - 5/2/2018	7:10 AM - 7:35 AM	9, 10, 11, 12
The Algebra 2 & Above Team	Wednesday	1st2nd3rd4th	9/6/2017 - 5/2/2018	7:10 AM - 7:35 AM	9, 10, 11, 12
World Language Community of Practice	Wednesday	1st2nd3rd4th	9/6/2017 - 5/2/2018	7:10 AM - 7:35 AM	9, 10, 11, 12
Unified Arts - Literacy Envision PLC	Wednesday	1st2nd3rd4th	9/6/2017 - 5/2/2018	7:10 AM - 7:35 AM	9, 10, 11, 12
Science Literacy Team	Wednesday	1st2nd3rd4th	9/6/2017 - 5/2/2018	7:10 AM - 7:35 AM	9, 10, 11, 12
Literacy Extraordinaire	Wednesday	1st2nd3rd4th	9/6/2017 - 5/2/2018	7:10 AM - 7:35 AM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Literacy 11-12	Wednesday	1st2nd3rd4th	9/6/2017 - 5/2/2018	7:10 AM - 7:35 AM	9, 10, 11, 12
Interdisciplinary Science Vocabulary 11-12	Wednesday	1st2nd3rd4th	9/6/2017 - 5/2/2018	7:10 AM - 7:35 AM	9, 10, 11, 12
Guidance	Wednesday	1st2nd3rd4th	9/6/2017 - 5/2/2018	7:10 AM - 7:35 AM	9, 10, 11, 12
Geometry - The Third Dimension	Wednesday	1st2nd3rd4th	9/6/2017 - 5/2/2018	7:10 AM - 7:36 AM	9, 10, 11, 12
CTACE - Certification Is Our Middle Name	Wednesday	1st2nd3rd4th	9/6/2017 - 5/2/2018	7:10 AM - 7:35 AM	9, 10, 11, 12
Algebra I EOC	Wednesday	1st2nd3rd4th	9/6/2017 - 5/2/2018	7:10 AM - 7:35 AM	9, 10, 11, 12

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)
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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
9	395	16.50	37.50	21.30	66.00	35.20
10	377	18.30	23.90	24.70	53.40	31.60
11	325	24.00	32.30	36.00	69.80	43.10
12	346	26.30	20.80	15.60	73.00	22.50

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

In an effort to improve academic performance of students, we implented summer curriculum planning for all FSA EOC tested areas. Teams of teachers joined together to create content area instructional focus calendars and common assessments during the summer of 2017. Moreover, we revamped our Professional Learning Communities. We have implemented a school-wide plan focused on literacy instructional strategies across all curriculum areas, reorganized our PLC groupings, and started professional development trainings that are aimed at enfusing the CARE Cycle that will increase student engagement within the classrooms.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 3rd	9/20/2017 - 5/16/2018	8:00 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	3.33
Governance and Leadership	3
Teaching and Assessing for Learning	2.92
Resources and Support Systems	2.43
Using Results for Continuous Improvement	3.0
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <ol style="list-style-type: none"> 1. Purpose and Direction: The school will implement school-based initiatives that will address student achievement. These initiatives will be shared decisions made by stakeholders. 2. Governance and Leadership: The school will implement and communicate processes and procedures that were made in agreement with stakeholders. 3. Teaching and Assessing Learning: Teachers will attend Marzano' Training facilitated by Employee Evaluation Department to dig deeper and obtain a better understanding of Domain 1. Moreover, all professional learning communities will have a literacy focus. 4. Resources and Support Systems: Utilizing the SMART Initiative funds, the school will provide more opportunities for students to use technology in the classrooms to increase student achievement. 5. Using Results for Continuous Improvement: All teachers will have data-driven classrooms. Teachers will utilize data to drive instruction within the classroom to promote student achievement. 	

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
SHS_October_Agenda.pdf	October	Monitored	10/27/2017
SHS_October_Signin-Sheet.pdf	October	Monitored	10/27/2017
SAC-Composition.pdf	October	Monitored	10/27/2017
SAFflyer-17-18.docx	October	Monitored	10/23/2017
SACflyer-17-18.pdf	October	Monitored	10/19/2017
SAC-ByLaws.pdf	October	SAC ByLaws	10/19/2017

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	435	37 of 58	6	108	215

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?

Stranahan High School ensures that teachers are teaching appropriate content and standards by utilizing common assessments, lesson plan checks, and walkthroughs. Instructional staff participate in a variety of meetings where best practices can be shared based off of common assessments disseminated to every student in the school. These common assessments allow teachers to adjust their pace and style because the assessments provide raw data on the success of teaching a standard. This data will let both teachers and administrators know which classes need enrichment and which classes need remediation. Teachers also turn in their finished lesson plans biweekly so administrators have documentation of what each class is teaching. Walkthroughs – both evaluative and non-evaluative – are also utilized to ensure that teachers are working with appropriate content and strategies. Both administrators and department heads circulate classrooms to get an overall idea of what is going on in each room.

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?

Stranahan gives students virtually unlimited access to texts and practice digitally. This year, the school is utilizing Khan Academy, Achieve3000, ACT COACH, Vocabulary.com, CommonLit.org, NewsELA.com, and a variety of other online resources that students can practice anywhere, anytime. Furthermore, teachers differentiate instruction, whereby they may add an informational text to build background knowledge if the student has a need for it. Stranahan also maintains their after school Dragon Heat schedule. During this time, students have the option to receive extra assistance on every state test including FSA, EOCs, SAT, and ACT.

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?

Stranahan's chosen area to target for the 2017-2018 school year is literacy. This was chosen because the school lost 3 points in this category toward the school grade, but gained points in other core subject areas. Also, if students can read, they can increase their overall comprehension in all subject areas from HOPE to anatomy.

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?

Classroom instruction is driven by school-wide communication and alignment. Both communication and alignment help connect the classes so that students are exposed to a structured set of vocabulary and general organization. Meetings on these days also enforce teacher accountability, as common assessment data is shared here and best practices can be pooled for long-term use. This makes teaching more efficient for all participants, and it will also help to eliminate strategies or lessons that don't work for the population of students at Stranahan. Teachers attend general faculty meetings, department meetings, and PLCs. Meeting on a schedule ensures that teachers are effectively communicating and they provide a platform for sharing best practices; teachers are also held accountable for teaching effectively via monthly common assessments. The data is shared during each meeting so all faculty has a well-rounded idea of the academic performance of the population overall.

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

Communication is key to the success of students at Stranahan. Faculty meetings are held on early release days. Department meetings are held weekly. Biweekly PLCs employ teachers of the same students cross curriculum. Meeting on a schedule ensures that teachers are effectively communicating and they provide a platform for sharing best practices; teachers are also held accountable for teaching effectively via monthly common assessments. The data is shared during each meeting so all faculty has a well-rounded idea of the academic performance of the population overall.

Because teachers are communicating so much, it is also imperative that there is an alignment both in curriculum and cross curriculum. The school is working to have all English I classes, for example, working with the same content and standard at the same time. This allows teachers to collaborate, eliminating any lessons that would be redundant for our students; it also allows teachers to expand on each other's' work. This creates the most dynamic and engaging lessons for our students, and it's tailor-fitted to their needs based on common assessments

School Improvement Plan (SIP)

School Name West Broward HS (3971)

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
3971_Interdisciplinary_9-12	Tuesday	1st2nd3rd4th	8/14/2017 - 6/8/2017	7:15 AM - 7:40 AM	9, 10, 11, 12
3971_Geometry_9-12	Tuesday	1st2nd3rd4th	8/14/2017 - 6/8/2017	7:15 AM - 7:40 AM	9, 10, 11, 12
3971_UpperLevels_10-12	Tuesday	1st2nd3rd4th	8/14/2017 - 6/8/2017	7:15 AM - 7:40 AM	10, 11, 12
3971_Algebra2_9-12	Tuesday	1st2nd3rd4th	8/14/2017 - 6/8/2017	7:15 AM - 7:40 AM	9, 10, 11, 12
3971_Algebra1_9-10	Tuesday	1st2nd3rd4th	8/14/2017 - 6/8/2017	7:15 AM - 7:40 AM	9, 10
3971_WorldLang_9-12	Tuesday	1st2nd3rd4th	8/14/2017 - 6/8/2017	7:15 AM - 7:40 AM	9, 10, 11, 12
3971_Reading_9-12	Tuesday	1st2nd3rd4th	8/14/2017 - 6/8/2017	7:15 AM - 7:40 AM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
3971_ESE_9-12	Tuesday	1st2nd3rd4th	8/14/2017 - 6/8/2017	7:15 AM - 7:40 AM	9, 10, 11, 12
3971_PE_9-12	Tuesday	1st2nd3rd4th	8/14/2017 - 6/8/2017	7:15 AM - 7:40 AM	9, 10, 11, 12
3971_GovEcon_12	Tuesday	1st2nd3rd4th	8/14/2017 - 6/8/2017	7:15 AM - 7:40 AM	12
3971_USHistory_11	Tuesday	1st2nd3rd4th	8/14/2017 - 6/8/2017	7:15 AM - 7:40 AM	11
3971_Geography_9	Tuesday	1st2nd3rd4th	8/14/2017 - 6/8/2017	7:15 AM - 7:40 AM	9
3971_WorldHistory_10	Tuesday	1st2nd3rd4th	8/14/2017 - 6/8/2017	7:15 AM - 7:40 AM	10
3971_Guidance_9-12	Tuesday	1st2nd3rd4th	8/14/2017 - 6/8/2017	7:15 AM - 7:40 AM	9, 10, 11, 12
3971_English_12	Tuesday	1st2nd3rd4th	8/14/2017 - 6/8/2017	7:15 AM - 7:40 AM	12
3971_English_11	Tuesday	1st2nd3rd4th	8/14/2017 - 6/8/2014	7:15 AM - 7:40 AM	11
3971_AnatPhyMarine_10-12	Tuesday	1st2nd3rd4th	8/14/2017 - 6/8/2017	7:15 AM - 7:40 AM	10, 11, 12
3971_Bio/Earth Space_9-12	Tuesday	1st2nd3rd4th	8/14/2017 - 6/8/2017	7:15 AM - 7:40 AM	9, 10, 11, 12
3971_Chem/Physics_10-12	Tuesday	1st2nd3rd4th	8/14/2017 - 6/8/2017	7:15 AM - 7:40 AM	10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
3971_English_9	Tuesday	1st2nd3rd4th	8/14/2017 - 6/8/2017	7:15 AM - 7:40 AM	9
3971_CTE_9-12	Tuesday	1st2nd3rd4th	8/14/2017 - 6/8/2017	7:15 AM - 7:40 AM	9, 10, 11, 12
3971_English_10	Tuesday	1st2nd3rd4th	8/14/2017 - 6/8/2017	7:15 AM - 7:40 AM	10

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
9	694	6.60	5.60	12.50	17.30	9.70
10	785	8.80	4.10	9.90	23.50	9.80

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
11	703	8.30	5.10	17.10	32.40	10.50
12	658	13.50	3.80	8.50	45.10	4.90

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

If a student has been identified with possible “warning signs” by teachers, guidance, parents or administration, before it is submitted to RTI team, there are some early interventions that immediately assist in academic improvement. Such strategies will include the following:

- Parent-teacher phone call
- Guidance counselor meeting with student
- Administration meeting with student
- Parent/Teacher conference with guidance and/ or administrator
- Social worker and/or family counselor referral
- Peer mentoring
- Teacher mentoring

Interventions will be recorded on TERMS L27 panel by guidance and administration. Teachers, guidance and administration will record strategies on Basis 3.0/ MTSS/ RTI.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	4th	10/24/2017 - 6/5/2018	7:20 AM - 7:40 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	3.17
Teaching and Assessing for Learning	2.92
Resources and Support Systems	3.0
Using Results for Continuous Improvement	3.0

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

To improve Standard 1, West Broward consistently reviews vision and mission with all stakeholders.
To improve standard 2, West Broward builds capacity among teacher leaders within the school.
To improve Standard 3, West Broward is focusing on Marzano Super 7 and CRISS strategies.
To improve Standard 4, West Broward will continue to ensure school resources are available to provide services that support its purpose and direction to ensure success for all students.
To improve Standard 5, West Broward will continue to implement a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

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
3971_SIPSAC10.23.17.pdf	October	Monitored	11/2/2017
3971_AccrediationSignIn10.23.17.pdf	October	Monitored	11/2/2017
SAC-Minutes-9_25_17-Approved.pdf	November	None	11/2/2017
A+-Ballot-17-18.pdf	October	A+ Funds	10/31/2017
3971_SACAgenda10.23.17.pdf	October	Monitored	10/31/2017
3971_SACAgenda10.23.17.pdf	October	A+ Funds	10/31/2017
3971_SACAgenda09.25.17.pdf	October	None	10/31/2017
3971_SACAgenda08.28.17.pdf	August	None	10/31/2017
3971_SACMeetingSchedule17-18.pdf	August	None	10/17/2017
SAC-Minutes-8_28_17APPROVED.pdf	August	None	10/13/2017
3971_SACSignIn-Sheet_8.28.17.pdf	August	None	10/13/2017

File Name	Meeting Month	Document Type	Uploaded Date
3971_CommitteeMembership_October2017.pdf	October	None	10/13/2017
3971_SACByLaws17-18.pdf	October	SAC ByLaws	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
8	652	11 of 45	11	106	211

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?

It is the responsibility of the school's leadership team to ensure that the school's academic programs are not only aligned to state standards, but are rigorous enough to ensure that all students upon graduation are college and career ready. Department chairpersons and team leaders play an integral role in the identification, adoption, and implementation of curriculum maps that are grade level and standards-based. The administrative team is instrumental in ensuring that all teachers are using state adopted materials and that the pacing of instruction is one that provides the opportunity for students to demonstrate proficiency of the standards as well as remediation and acceleration when appropriate. School leadership also makes certain that the Professional Learning Community SMART goals are aligned to the school improvement goals. Through daily classroom walkthroughs, observations, and the collection of common assessment data, administration is

able to assess whether the instruction is aligned to grade-level Florida Standards. Professional Learn

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

In addition to the core material provided in each classroom, West Broward strives to offer students access to a diverse range of content which includes, but are not limited to, digitized books, specific content-based videos, research-based articles, and science, math, and technology related manipulatives. Specifically, West Broward utilizes Achieve 3000, USA Test Prep, Newsela, Vocabulary.com, Khan Academy and MathNation, each of which is standards-based and provides continuous qualitative data. These resources are not only provided in the classroom, but are also available in the school's media center, which is open to students before school, during lunch, and after school as well. In addition, these resources are linked through teacher websites, Quia, Edmodo and CANVAS, all of which are accessible via classroom laptop carts or the students' own personal devices.

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?

After careful analysis of the SES Band Data, West Broward has chosen to deliberately focus on learning gains in both reading and math for our lowest 25 percent. There are many factors such as poor attendance, behavioral issues, lack of motivation, educational gaps, language deficiencies, emotional issues, and inadequate or lack of resources that contribute to a student performing in the lowest quartile. With this in mind, West Broward has chosen to focus on an area in which all stakeholders can positively impact.

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 following BEST Practices will be implemented and/or scaled up to improve teaching and learning in order to increase performance within the SES Band.

- School-wide emphasis on the implementation of CRISS
- Monthly data chats across the curriculum
- Focused and authentic PLC's (SMART Goals)
- Creation of a developmental reading class
- Addition and expansion of Liberal Arts Math I classes
- Greater emphasis on PASL initiative
- Expansion of peer tutoring
- Continuation of Language Enrichment Camp (LEC)
- Addition of a literacy coach
- Continuation and expansion of MTSS/RtI

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

The following details how each BEST Practice will be scaled-up.

- School-wide emphasis on the implementation of CRISS - During the summer of 2017, West Broward provided CRISS training by a certified CRISS trainer to a group of approximately 35 teachers. CRISS has now become a major component of school-wide staff development.
- Monthly data chats across the curriculum - A greater emphasis is being placed on data obtained from common assessments, concentrating on instructional strategies and remediation to ensure mastery of standards.
- Focused and authentic PLC's (SMART Goals) - The literacy coach and building union steward attended the district's PLC facilitation workshop, which was centered on the revamping the focus and purpose of PLCs. These two staff members will train PLC leaders who will in turn train their teams with the goal of engaging in authentic PLC Cycles for Continuous Improvement.
- Creation of a developmental reading class - Traditionally, West Broward has mainstreamed all ELL students into the intensive reading classes. This year, three developmental language classes. The two instructors for the class have been trained in both ELLevation and the Keystone series.
- Addition and expansion of Liberal Arts Math I classes - West Broward has added two Liberal Arts I math classes for ninth grade as well as one for tenth grade, providing the necessary remediation for students to be successful in both Algebra I and Geometry.
- Greater emphasis on PASL initiative - Last year's PASL program involved 4 personalization periods. This year, the PASL initiative has expanded to all ninth-grade core, elective, and personalization periods.
- Expansion of peer tutoring - AP Calculus students will provide peer tutoring during their personalization periods to students in their Algebra I classes.
- Continuation of Language Enrichment Camp (LEC) - West Broward will place a strong emphasis on the LEC camps, especially in light of the burgeoning ELL population.
- Addition of a literacy coach - West Broward has added a literacy coach to the staff after having the position vacant for three years. The literacy coach is actively involved in modeling effective instructional strategies across the curriculum to ensure student growth. The literacy coach will make certain that literacy is implemented with fidelity through continuous professional development and the monitoring of qualitative data.
- Continuation and expansion of MTSS/RtI - A district representative will provide training to all staff on the implementation of the new components of the MTSS/RtI process as well as the utilization of BASIS, specifically to identify subgroups including the lowest 25 percent.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
<p>Best Practice #1 Incorporating through weekly PLCs and professional study days. Best Practice #2 Train all teachers on the new components of the MTSS/RtI process as well as the BASIS data system. Best Practice #3 Continuing to engage all stakeholders through positive communication to support student's needs. Best Practice #4 Continued professional development in the areas of using data to determine student learning needs to increase the number of learning gains of the lowest 25 percent in both reading and math.</p>	<p>Administration, Department Heads and Team Leaders</p>	<p>5/18/2018</p>	<p>Continued professional development in the implementation of CRISS strategies, scaling up the PASL imitative, and new implementation of the MTSS/RtI.</p>	

School Improvement Plan (SIP)

School Name Western HS (2831)

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
Western High School	Friday	4th	5/25/2018 - 5/25/2018	9:00 AM - 11:00 AM	9, 10, 11, 12
Western High School	Friday	3rd	3/23/2018 - 3/23/2018	9:00 AM - 11:00 PM	9, 10, 11, 12
Western High School	Thursday	3rd	2/22/2018 - 2/22/2018	1:30 PM - 2:30 PM	9, 10, 11, 12
Western High School	Monday	1st	1/8/2018 - 1/8/2018	9:00 AM - 12:00 PM	9, 10, 11, 12
Western High School	Friday	2nd	10/20/2017 - 10/20/2017	9:00 AM - 11:00 AM	9, 10, 11, 12
Western High School	Tuesday	3rd	8/15/2017 - 8/15/2017	8:00 AM - 2:00 PM	9, 10, 11, 12
Government and Economics	Wednesday	1st3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
World Geography	Wednesday	1st3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9
CTACE	Wednesday	1st3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
Geometry	Wednesday	1st3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
English II	Wednesday	1st3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	10
US History	Wednesday	1st3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	11
Algebra II	Wednesday	1st3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
Algebra I	Wednesday	1st3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
English IV	Wednesday	1st3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	12
World Languages	Wednesday	1st3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
English I	Wednesday	1st3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9
Physics	Wednesday	1st3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
World History	Wednesday	1st3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	10

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Chemistry	Wednesday	1st3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
Performing Arts	Wednesday	1st3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
English Language Arts	Wednesday	1st3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	11
Students with Varying Exceptionalities	Wednesday	1st3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
Physical Education	Wednesday	1st3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
Reading	Wednesday	1st3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
Visual Arts	Wednesday	1st3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
Biology	Wednesday	1st3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	9, 10, 11, 12
College and Career Readiness Mathematics	Wednesday	1st3rd	8/28/2017 - 6/8/2018	7:10 AM - 7:40 AM	10, 11, 12

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
9	860	15.60	4.90	12.30	18.50	11.50
10	900	17.90	9.10	16.70	23.60	16.30
11	778	24.70	7.20	22.50	37.60	20.40
12	749	37.50	4.80	9.10	59.70	9.10

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

Western High School engages teachers in the various Professional Learning Communities ("PLC's") to complete the CARE cycles by analyzing results in common assessments and formulating specific strategies aimed at two specific areas: a) remediating those students who have not sufficiently demonstrated mastery of the assessed areas of study; and b) enriching those students who have adequately demonstrated mastery by offering greater depth in the assessed areas of study. By focusing strongly and consistently on these particular students, academic gains have measurably been improving.

Supplemental materials, generally provided by the textbook providers or by the school through direct purchase, are utilized in providing either remediation or enrichment as determined by the data assessed in the CARE cycles within each of the PLC's. Once the students have been further challenged through the use of these supplemental materials, students are generally re-assessed and measures are taken to show fidelity by the students that are assessed and successfully remediated or enriched.

A large proportion of our instructional staff are utilizing some online version of their teaching methods, to include programs such as Canvas, Edmodo, Schoology, or teacher-created website--to name a few. The wide use of these programs gives students access to specific classroom instruction and materials at various times throughout the day or night, on demand. Many varied delivery methods are utilized to appeal to the wide array

of student learning, from visual/graphic to text-based instruction.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd	9/7/2017 - 5/31/2018	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	3.33
Governance and Leadership	3.67
Teaching and Assessing for Learning	3.17
Resources and Support Systems	3
Using Results for Continuous Improvement	2.8

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

While the technology infrastructure at Western meets the teaching, learning, and operational needs for all stakeholders there is a need to increase its effectiveness. School personnel need to develop and administer technology needs assessments for use in developing and implementing a comprehensive technology plan to improve technology services and infrastructure. Continuous professional development which incorporated CARE cycles set forth by the District.

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
Western-HS-SAF-Bylaws.docx	November	SAF ByLaws	11/3/2017
Approved-Amendment-to-2017-18-By-Laws.pdf	October	SAC ByLaws	10/28/2017
SAC-ByLaws-2017-18.pdf	October	SAC ByLaws	10/28/2017
WHS-SAC-2017-18-Composition-Report.pdf	October	A+ Funds	10/28/2017
Western-HS-Self-Assessment-1718.pdf	October	None	10/27/2017
SAC-Minutes---May-10,-2017.doc	May	Monitored	10/26/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Agenda-Form-10-18-17.pdf	October	SAC ByLaws	10/26/2017
WHS-2017-18-SAC-Meeting-Schedule.pdf	October	None	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
7	642	12 of 60	5	87	174

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?

Western High School strives to maintain instruction that is aligned to grade-level Florida Standards through the use of Professional Learning Communities (PLCs); whereby the teachers in each and every subject area consistently meet and evaluate the delivery of instructional content and the alignment thereof to applicable Florida Standards for the respective grade-levels as set forth in PALMS.

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 at Western High School are ensured to have access to informational text for each content area in a variety of mediums, including but not limited to, text, video, animation, and audio files; as available in an online service called Canvas. Textbook publishers make available various formats of its content on the internet, through a specific portal for student use; and this is also merged into our Single Sign-One launchpad available to all students at Western High School.

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?

Western High School has identified that the lowest 25% quartile for both reading and math remain our greatest areas of concern and have the greatest need for remediation. Attention for these two areas have not been in the focus for improvement strategy, but now have attracted the most critical attention.

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?

Students identified in our lowest 25% quartile will be pulled from time to time for remediation in reading and math; or when these students represent the largest segment of a given class, a visit from a specialized reading or math coach will be used to bolster instruction that is being delivered in classes that are not traditional math or reading classes. Students will be repeatedly assessed and remediated whenever the possibility exists to help improve scores and the use of CARE cycles will be implemented by all teachers that have these students in their respective classrooms.

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

Teachers with the greatest amount of success factors, as identified in student assessment, will share Best Practices with the others in their respective PLCs toward duplicating the successful strategies with their colleagues. Feedback from contributing members of the PLCs will help to improve those Best Practices to aid in scaling-up the procedures to make them more effective and efficiently utilized by all members in the PLC. Most importantly, weekly PLC meetings will provide the opportunity for colleagues to meet and revise or otherwise modify the plans to increase effectiveness among our lowest 25% quartile students. Any barriers that are discovered will be discussed, reviewed and eliminated by the implementation of greater improvements in the plan to overcome the perceived strategies.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
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Strategies	Persons responsible	Deadline	Professional Development	Budget
WriteScore Program Writing Analysis using Software	Ms. Fritz & Baker	5/1/2018	Professional Learning Communities in Writing--meet to discuss item analysis and next steps.	\$3,183 from Accountability Funds
Instructional Focus Calendar for Literacy	Missy Jones, Assistant Principal	6/1/2018	Reading across the curriculum	\$0.00
Push-In and Pull-Out of students during regularly scheduled class periods for enhanced instruction.	Reading Coach	4/4/2018	Reading across the curriculum	\$0.00
after-school tutoring is offered twice weekly and attendance of all students is tracked and Saturday study sessions will begin March 5, 2018 for a total of 6 sessions.	Christine Graf, Assistant Principal	5/31/2018	Professional Learning Communities in Algebra 1, Geometry, and Algebra 2 meet to discuss item analysis and next steps.	\$2,500 from Accountability Funds