

School Improvement Plan (SIP)

School Name Atlantic Technical College and High School (2221)

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
Atlantic Technical College & Technical High School	Wednesday	1st2nd3rd4th5th	8/14/2017 - 5/11/2017	1:50 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	155	5.20	1.30	3.20	1.30	1.30
10	162	6.80	4.90	6.20	6.90	3.70
11	131	3.10	3.10		26.50	0.80
12	203	14.30	1.00			

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

Atlantic Technical College and Technical High School employs a variety of intervention strategies to improve the academic performance of students. First our classroom teachers use the tracking system in BASIS 3.0 to record Teacher Strategies. Here they make note of the academic or behavior concern students are encountering in the classroom. They document the strategies implemented to date and results. Counselors document on the L27 and then meet with the student to discuss and then communicate with the classroom teacher. Once a student has three unsuccessful teacher interventions, the school counselor will create an RtI referral. Through our RtI Team, individual students and their needs are discussed and an action plan is created to address their needs. Student grades and GPAs

are evaluated multiple times each quarter. School counselors pull a D/F report four and eight weeks into the quarter. They solicit input from the classroom teacher and discuss grades with students to determine an action plan. They then monitor the students and document on the L27 panel. Students who drop below the required 2.5 GPA are placed on Academic Probation. A conference is held with the student, parents, administrator and school counselor where a plan is developed to help the student improve. Since attendance is key to academic success, it is monitored very closely. Interventions occur in the following intervals: 3, 5, and 10 days of absences. For students currently identified with disabilities, teachers follow the IEP or 504 Plan for instructional accommodations and support services as required.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	3rd	8/17/2017 - 6/21/2018	8:30 AM - 11:00 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	4.00
Governance and Leadership	3.67
Teaching and Assessing for Learning	3.75
Resources and Support Systems	4.00
Using Results for Continuous Improvement	4.00

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

Atlantic Technical College and Technical High School has a clear purpose and direction for student success. There is a clear flow of communication with all stakeholders. The Leadership Team, Instructional Council, CTE Advisory Groups, School Advisory Committee, School Advisory Forum, and Professional Learning Committees meet on a regular basis to evaluate teaching, learning and support programs that are both challenging and equitable for all students that include achievement of learning, thinking, and life skills. Continuous improvement is required and our employees evaluate their strengths each year through a Deliberate Practice assessment which focuses entirely on student learning and conditions that support student learning. Individual then select goals from these targeted areas to work on for the year. The District and School Leadership provide clear expectations and communication. The websites and available resources are more than adequate. At Atlantic Technical College and Technical High School these expectations are communicated effectively with all stakeholders. Our professional development is driven by data such as surveys and assessments. Atlantic Technical College and Technical High School staff participates in continuous professional learning through professional learning communities. PLCs are used to plan school curriculum that is both equitable and challenging for our students. We evaluate our curriculum and make adjustments as necessary. Individuals also examine their practices through the Deliberate Practice Self-Assessment and determine their professional goals based upon these results. Being a small school (less than 600 students) we personalize on a continuous basis. Although we do not have formal structure in place, other than through our guidance department, most students (if not all) report that they have at least one adult on campus they feel

knows them well. Atlantic Technical College and Technical High School is dedicated to providing excellent resources and support staff to support our educational programs. The technology and infrastructure supports the school's learning and operational needs. As long as funding remains, ATC will be able to sustain the quality of support. An area of need we have improved on is to establishing a plan to validate and measure the effectiveness of our counseling, referral, educational and career planning needs of all students. Through the RtI process and teacher strategies we have strengthened our process for determining the needs and supporting the needs of our students. Atlantic Technical College and Technical High School evaluates data on a continuous basis in order to use the results for continuous improvement. The State of Florida and the District provide clear assessment guidelines and policies to which ATC adheres. Consistency is maintained across classrooms and courses. Classroom and school practices are created with these results in mind and how we may continuously build upon them.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
17.18_Self-Assessment-Results_ATC2221.pdf		10/11/2017

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
ATC-Committee-Membership.pdf	October	Developed	10/18/2017
09.26.17_SAC_SignIn_Agenda_Minutes.pdf	September	Developed	10/16/2017
SAC-BYLAWS2017.pdf	September	SAC ByLaws	10/16/2017
SAC_SAF-Meeting_Schedule_17_18.pdf	August	None	10/12/2017
17.18_Self-Assessment-Results_ATC2221.pdf	September	Developed	10/11/2017
SAM-Action-Plan-1718-SY.pdf	August	None	8/18/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
5	803	1 of 78	-504	0	0

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?

Atlantic Technical College & Technical High School has grade-level Florida Standards embedded into every course. Using state and local data, teachers analyze these standards for potential gaps and collaborate in our PLCs to address any concerns. Evidence, such as student work samples or assessments, is collected on a regular basis to confirm 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?

Atlantic Technical College & Technical High School utilizes the instructional materials provided by the District. To ensure access to informational text, every student enrolled in a course can have a physical textbook at home, and those same texts are available online through the District portal. Students enrolled in World History are given a membership to the New York Times Upfront magazine, which provides exposure to current events. Teachers also make use of online programs such as Math Nation, Vocabulary.com, Newsela, and Khan Academy lessons that are directly tied to student performance on the PSAT.

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

As a small community of learners, Atlantic Technical College and Technical High School has achieved outstanding results. In the 2016-2017 school year the percent of students scoring satisfactory or higher: Reading 89%, Math 80%, Science 94%, and Social Studies 98%. Seventy-three reading points were gained in reading while fifty-three points were gained in math. The lowest 25% earned 78 points for reading and 56 points for math.

An area we will focus on for improvement will be in the areas of math and reading gains.

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

Atlantic Technical College and Technical High School is ranked first out of seventy-eight schools in SES Band 5. Through our focused and authentic professional learning communities (PLC), Atlantic Technical College and Technical High School will continue our study of high-yield strategies that improve student achievement.

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

Analyzing test data is critical to improving achievement as it identifies areas of the curriculum that need to be improved as well as identify students who, given a bit more individual attention, will increase their scores to satisfactory. PLC activities will concentrate on the effective use of technology in helping students to achieve. Atlantic Technical College and Technical High School will continue after school tutoring sessions for all subject areas and provide review sessions for Advanced Placement and courses with a state administered end-of-course exam. Additionally, a school-wide focus on SAT and/or ACT preparation has been implemented throughout ATC in multiple subject areas.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Student Handbook (Resume, Job Hunting)	Nicole Willis, Job Placement	5/30/2018		\$2,600.00

Strategies	Persons responsible	Deadline	Professional Development	Budget
Industry certification prep and reimbursement	Neeta Rancourt, CTE Advisor, Technical Program Teachers	5/30/2018		\$2,000.00
AEP/AP Refresh/EOC Tutoring	Vicky LaPorte, AEP Instructors, Classroom Teachers	5/30/2018	KYTE Modules	
Extended media center hours to provide access to online resources and applications for students who may not have computers or internet access at home.	Vicky LaPorte, Media Specialist	5/30/2018		
SAT/ACT Preparation	Vicky LaPorte, After-school Instructors, Classroom Teachers	5/30/2018	College Board Seminar January 8, 2018	Included in Above
Monitor and support students and parents through internal tracking (attendance, grades, credits earned and college readiness), provide AEP sessions and enrichment opportunities, conferences and seminars	Vicky LaPorte, BRACE Advisor, School Counselors	5/30/2018		
School-wide PLCs that focus on high-yield instructional strategies and sharing best practices to improve student achievement.	Vicky LaPorte, HS Department Heads, Classroom Teachers	5/16/2018	KYTE Modules	
Extended media center hours to provide access to online resources and applications for students who may not have computers or internet access at home.	Vicky LaPorte, Media Specialist	5/30/2018		
AEP/AP Refresh/EOC Tutoring	Vicky LaPorte, AEP Instructors, Classroom Teachers	5/30/2018	KYTE Modules	
SAT/ACT Preparation	Vicky LaPorte, After-school Instructors, Classroom Teachers	5/30/2018	College Board Seminar January 8, 2018	\$1,300.00
Monitor and support students and parents through internal tracking (attendance, grades, credits earned and college readiness), provide AEP sessions and enrichment opportunities, conferences and seminars	Vicky LaPorte, BRACE Advisor, School Counselors	5/30/2018		
School-wide PLCs that focus on high-yield instructional strategies and sharing best practices to improve student achievement.	Vicky LaPorte, HS Department Heads, Classroom Teachers	5/16/2018	KYTE Modules	

School Improvement Plan (SIP)

School Name Bright Horizons K-12 (0871)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ESE ELA 5	Wednesday	2nd4th	8/23/2017 - 6/6/2018	7:30 AM - 8:00 AM	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
ESE ELA 4	Tuesday Wednesday	2nd3rd	8/16/2017 - 6/5/2018	2:00 PM - 3:00 PM	9, 10, 11, 12
ESE ELA 3	Monday Wednesday	1st3rd	8/16/2017 - 6/4/2018	2:00 PM - 3:00 PM	6, 7, 8, 9, 10
ESE ELA 2	Tuesday Thursday	2nd4th	8/17/2017 - 6/5/2018	2:00 PM - 3:00 PM	4, 5, 6, 7, 8
ESE ELA 1	Monday Wednesday	1st3rd	8/16/2017 - 6/6/2018	2:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5
ELA Leadership	Friday	1st2nd3rd4th	8/18/2017 - 6/7/2018	12:00 PM - 1:00 PM	3, 4, 5, 6, 7, 8, 9, 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
KG	6	66.70				

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
1	7	57.10				
2	6	50.00				
3	9	22.20				
4	5	60.00				
5	6	33.30				
6	10	50.00		10.00		10.00
7	15	26.70				
8	5	40.00				
9	13	23.10				
10	8	62.50				
11	8					
12	44	34.10				

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

Due to the severity of the cognitive disabilities of our students, early intervention warnings were acted on prior to placement at our location.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Friday	1st	9/4/2017 - 6/6/2018	1:00 PM - 2:00 PM
Friday	1st, 2nd, 3rd, 4th	8/18/2017 - 6/7/2018	1:00 PM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	3.5
Teaching and Assessing for Learning	3.42
Resources and Support Systems	3.57
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>Working closely with our staff, team PLCs, community and parent partners, we will strive to keep showing progress in all areas. Communication will continue to be emphasized in order to increase parent/guardian participation in school-wide activities.</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
SAC_SAF-Signin-10_3_17.pdf	October	Developed	10/23/2017
SAC_SAF-Minutes-10-3-17.doc	October	Developed	10/23/2017
Bright-Horizon-Self-Assessment.pdf	October	None	10/19/2017
Sac-Meeting-Dates-2017.docx	October	Developed	10/17/2017

File Name	Meeting Month	Document Type	Uploaded Date
Bright-Horizons-School-SAM-Report-Broward-2017-(1).pdf	October	None	10/13/2017
Committee-Membership2017=18.pdf	October	Developed	10/11/2017
SAC-ByLaws.pdf	October	SAC ByLaws	10/11/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
0	N/A				

Goals

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

All students staffed in to Bright Horizons School have significant cognitive disabilities and function well below grade level.

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

All students staffed in to Bright Horizons School have significant cognitive disabilities and function well below grade level. State curriculum is enhanced with additional supplementary materials which align with the Alternate Standards (FSAA)

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?

Language Arts
Mathematics

Student assessment targets math and ELA and thus an area of focus for all of our students at our school.

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?

Bright Horizons does not fall within an SES band. That being said, we focus on continuous improvement within the areas of curriculum and instructional techniques. These two areas are the focus of our PLCs throughout our school.

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

Bright Horizons has partnered with BoardMaker On-Line. The collaborative working relationship has enabled this supplementary curriculum to focus on mastery of the alternative standards. Throughout the year, staff will continue training and implementation of this specific curriculum.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
All students will participate in matching and sequencing in a variety of real-world tasks (assembling/disassembling, completing a work system, completing real-world routines, following schedules, etc.)	Instructional Staff	6/6/2018	Team PLCs	\$0.00
Students will continue to demonstrate acquisition of pre-reading skills according to their ability level as demonstrated by their score on comprehension questions related to weekly stories in Boardmaker On-Line/Reading Program	Instructional Staff	6/6/2018	Team PLCs	\$1,500.00
Students will use adaptive technology to access reading benchmarks (Smart/Promehtean Boards, classroom computers, iPads, augmentative devices, etc)	Instructional Staff	6/6/2018	Team PLCs	\$0.00
Students will use adaptive written materials to access reading benchmarks	Instructional Staff	6/6/2018	Team PLCs	\$0.00
Students will demonstrate acquisition of mathematical concepts through participation in ULS/Boardmaker On-Line activities and the resulting work products	Instructional Staff	6/6/2018	Team PLCs	\$0.00
Students will use manipulative, adaptive written materials, technology and equipment to access mathematical benchmarks	Instructional Staff	6/6/2018	Team PLCs	\$0.00

School Improvement Plan (SIP)

School Name Broward Virtual (3921)

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 LANGUAGE ARTS	Wednesday	2nd	8/16/2017 - 5/30/2018	10:00 AM - 11:30 AM	9, 10, 11, 12
MATH	Wednesday	2nd	8/16/2017 - 5/30/2018	10:00 AM - 11:30 AM	6, 7, 8, 9, 10, 11, 12
FOREIGN LANGUAGE	Wednesday	2nd	8/16/2017 - 5/30/2018	10:00 AM - 11:30 AM	9, 10, 11, 12
SOCIAL SCIENCE	Wednesday	2nd	8/16/2017 - 5/30/2018	10:00 AM - 11:30 AM	9, 10, 11, 12
SCIENCE, COMPUTER SCIENCE, CONSUMER SCIENCE	Wednesday	2nd	8/16/2017 - 5/30/2018	10:00 AM - 11:30 AM	9, 10, 11, 12
CTSS,RFCS,SOCIAL MEDIA	Wednesday	2nd	8/16/2017 - 5/30/2018	10:00 AM - 11:30 AM	9, 10, 11, 12
HOPE,LMS,PE	Wednesday	2nd	8/16/2017 - 5/30/2018	10:00 AM - 11:30 AM	9, 10, 11, 12
MIDDLE SCHOOL	Wednesday	2nd	8/16/2017 - 5/30/2018	10:00 AM - 11:30 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
6	28	3.60			16.70	
7	28				4.20	
8	49	2.00		2.00	6.70	2.00
9	47	8.50		6.40	6.80	4.30
10	47	4.30	2.10	2.10	14.00	4.30
11	51	3.90	2.00	2.00	17.90	2.00
12	86	2.30	2.30	1.20	21.40	

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

For students who are struggling in one or more classes in the full-time program, it is important that we have a consistent plan and support in place.

- i. Pace chart needs to include holidays. During orientation, students are told they have 18 weeks
- i. Students entering the full-time program after the start of school should not be told they have to catch up to classmates. Build their pace charts based on start date
- i. Permanent zeros are **not** to be issued unless the student refuses to do the work and the parent is made aware
- i. Follow Non-working students zero placement in the handbook (Copied below from pg.18)

STUDENT PACING PROCEDURES

Pace charts drive the student’s progress. Pace charts must have a beginning date and an end date that are determined by the teacher during the welcome call. Students may utilize the entire semester to sequence their pace charts. Teachers have the discretion to adjust student pace charts to promote course completion.

Full-time middle school students will work on a traditional pace unless special circumstances are agreed upon by guidance or administration.

Resubmissions will be accepted as long as they are turned in before the student progresses to the next module. Course work that is graded with an A is not permitted to be resubmitted.

Teachers will put **0** in the grade book for assignments that are not turned in according to pace (after the grace period ends), with the exception of DBAs.

Tiered Support

Tier 1- Behind 1 week of submission:

- i. Teacher contact both the student and parents
- i. Teacher provide interventions such as review student schedule, extra help, review how to submit assessments, zero place holder, set a reasonable time frame to submit missed work

Tier 2- Behind 2 weeks of submission:

- i. Teacher will refer student to guidance
- i. Utilize the RTI form and include interventions on the form

Tier 3- RTI Meeting:

- i. RTI team will provide recommendations for interventions

i. Guidance will meet with student and parents set specific time bound goals and student contract

ii. Guidance will update the team of teachers

iii. Possible points off for late assignments will be sanctioned by **the RTI team only** and shared with the team of teachers for particular students

Broward Virtual School
RTI Referral

Student's Name _____ Date _____

Teacher's Name: _____ Subject _____

Concerns: Academic _____ Behavior _____
Pacing _____ Grades _____

Other: _____

Please indicate start date and duration of each applicable intervention:

- _____ Create modified directions to clarify course assignment
- _____ Provide visual resources such as help slides and videos
- _____ Individualized Tutorial sessions via Blackboard
- _____ Review student schedule, submission of assessments
- _____ Pairing student with Peer Mentor
- _____ Conference with student and parent
- _____ Other

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	8/16/2017 - 5/30/2018	1:03 PM - 2:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	4.0
Governance and Leadership	3.75
Teaching and Assessing for Learning	3.58

Resources and Support Systems	3.71
Using Results for Continuous Improvement	3.6
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>The institution's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. Particular areas of strength are that all teachers use online delivery and instructional strategies that clearly inform students of learning expectations and standards of performance. Our Leadership provides autonomous avenues for growth. Every year we build upon past goals. This year completion rate goals will be an area of overall participation. Teachers will be focusing in on that in their PLC's, thus being able to monitor all five accreditation standards. Our School SMART Goal created by the Leadership Team is as follows: By June 2018, the percentage of students successfully completing BVS courses will increase from 86% to 90% as evidenced by annual teacher completion rates, authentic discussion based assessments, and student performance on exams.</p>	

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
SELF_ASSESSMENT_2017_2018.pdf		10/12/2017

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
November-2017-Sign-Ins.docx	November	A+ Funds	11/1/2017
SAC_Agenda_Nov_2017.docx	November	A+ Funds	11/1/2017
October-18-SAC-Meeting-Minutes.docx	October	Monitored	10/26/2017
SAC_SIGNINS_OCTOBER-2017.pdf	October	Monitored	10/18/2017
SAC_COMPOSITION_REPORT_2017_2018.pdf	October	SAC ByLaws	10/18/2017
2017_2018_SAC_MEETING_SCHEDULE.pdf	October	SAC ByLaws	10/16/2017
2017_2018_By-Laws.pdf	October	SAC ByLaws	10/13/2017
SAC_Agenda_Oct_2017.docx	October	Monitored	10/13/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
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?

Broward Virtual School utilizes the Florida Virtual School Course System, which has grade-level Florida Standards embedded into every course. Broward Virtual School teachers analyze these standards for potential gaps and meet in Professional Learning Communities to collaborate on bridging any potential gaps. Evidence is collected consistently to ensure that classroom instruction is aligned to grade-level standards. Some examples of evidence include Module Exams, Discussion Based Assessments with the class instructor, and Segment Exams.

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?

Broward Virtual School utilizes the Florida Virtual School Course System, which has core text embedded into the lessons. Additionally, Broward Virtual School teachers utilize programs such as NewsEla and Common Lit to ensure students have access to informational text for each content area.

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 2016-17 Math 6-8 FSA exam scores, proficiency in 2018 Math 6-8 FSA will be the focus for improving student achievement in 2017-18.

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 Broward Virtual School Math Team will use monthly Professional Learning Community collaboration time and math wiki resources provided by the District to identify curriculum gaps and provide enrichment assignments/activities for students. Teachers will attend content related workshops pertaining to state assessment specifications in 6 through 8. Math teachers will utilize web collaboration tools such as blackboard collaborate, white board, and skype to enhance instruction and to provide remedial/instruction. All students in 6th through 8th grade math will be provided with opportunities to engage in live weekly lessons with their teacher via Blackboard collaborate. Best practices will be shared using a collaborative approach. Parents/guardians will be provided with an FSA/EOC Exam Resource Training Guide through fsassessments.org. As a result of this collaboration, students will be offered at least four face to face Math Workshops throughout the year where they will be able to obtain remediation of skills.

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

The Broward Virtual School Math Team PLC focus in 2017-18 is to enhance student proficiency in Florida Standards (learning goals) through ongoing measurement via discussion based assessments, performance scales. Ongoing progress will be measured using local benchmark assessments. Instructional, face to face student workshops focusing on gaps identified in the online curriculum will be offered throughout the school year. The focus of the workshops, live lessons, and USA Test Prep will be based on the following:

- 6th and 7th grade

- o Ratio and proportional relationships
- o Expressions and equations
- o Geometry
- o Statistics and Probability
- o Number system
- 8th grade
- o Expressions and Equations
- o Functions
- o Geometry
- o Statistics, Probability and the Number System
- Online resources, enrichment lessons will be provided to students for review; USA Test Prep and FSAssessments.org

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Face to face enrichment activities, weekly live lessons, and individualized teacher intervention as outlined in the Scaled Up section.	6th and 8th grade Math teachers_ Rachel Notowitz and Melanie McCutcheon	5/31/2018	Professional Development_ Monthly PLC Meetings	2,000\$ allocated for USA Test Prep licensing and \$35,000 allocated for FLVS course licensing.

School Improvement Plan (SIP)

School Name College Academy (3851)

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 Department	Tuesday	2nd	8/21/2017 - 6/21/2018	11:00 AM - 12:00 PM	11, 12
Math Department	Thursday	2nd	8/21/2017 - 6/21/2018	11:00 AM - 12:00 PM	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)

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

Broward College utilizes an early warning system for struggling students called Seahawk Support. Instructors enter a referral that is then directed to Advisors and other support staff. Students are met with to discuss all available resources including the Academic Resource Center (free tutoring on campus) as well as online tutoring, instructor office hours and other sources of support.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	4th	8/21/2017 - 6/21/2018	11:00 AM - 12:00 PM
Thursday	4th	8/21/2017 - 6/21/2018	11:00 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	4
Governance and Leadership	3
Teaching and Assessing for Learning	4
Resources and Support Systems	4
Using Results for Continuous Improvement	4
Explain the activities in which your school will participate to increase your overall rating. Include specific details. Increase involvement of parents/guardians and students at School Advisory Council meetings. Two meetings a year at North Campus to increase participation at our second campus.	

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
Meetingdates.docx	October	None	10/25/2017
agenda-oct17.pdf	October	SAC ByLaws	10/25/2017
Sign-in-sheet-from-OCT17.pdf	October	SAC ByLaws	10/25/2017
SAC-membership-1718.pdf	October	None	10/19/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAC-ByLaws.pdf	October	SAC ByLaws	10/10/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
8	200	45 of 45	217	332	663

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?

Due to the nature of our program, this question does not apply. Students in our program are full time Broward College students enrolled in a full time schedule with Broward College classes.

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?

Due to the nature of our program, this question does not apply. The articulation agreement between the State of Florida, Broward College and Broward Schools provides all required instructional materials to students in our 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?

Our school does not receive SES Band Data that is applicable. Instead, we are choosing to focus on increasing student Naviance/Family Connection usage. Broward County Public Schools purchased this program to enhance College and Career planning. Currently, 90% of our seniors have visiting Naviance/Family Connection more than 10 times. Our goal is to increase Naviance usage for all students at the College Academy. Our goal is 100% of students will visit Naviance/Family Connect at least 10 times in the two years they attend our school.

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?

Through our PLC groups, faculty will begin to incorporate Naviance/Family Connect in their curriculum.

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

Additional seminars for seniors and current implementation of Naviance/Family Connection lessons in CA101 classes for Juniors. BRACE advisors will continue to train faculty and staff on Naviance/Family Connection usage.

Class challenges will be implemented.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Individual, small group, classroom support sessions, and special challenges.	BRACE Advisor, School Counselors, Faculty	6/21/2018		\$4,000.00

School Improvement Plan (SIP)

School Name Community Center North (3941)

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.

No Meeting Schedule

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)

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

Broward College utilizes an early warning system for struggling students called Seahawk Support. Instructors enter a referral that is then directed to Advisors and other support staff. Students are met with to discuss all available resources including the Academic Resource Center (free tutoring on campus) as well as online tutoring, instructor office hours and other sources of support.

RtI Team Meeting Schedule

No Meeting Schedule

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	4
Governance and Leadership	3
Teaching and Assessing for Learning	4
Resources and Support Systems	4
Using Results for Continuous Improvement	4
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>Increase involvement of parents/guardians and students at School Advisory Council meetings. Two meetings a year at North Campus to increase participation at our second campus.</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.

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
0	N/A				

School Improvement Plan (SIP)

School Name Community Schools South (3951)

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.

No Meeting Schedule

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)

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

Broward College utilizes an early warning system for struggling students called Seahawk Support. Instructors enter a referral that is then directed to Advisors and other support staff. Students are met with to discuss all available resources including the Academic Resource Center (free tutoring on campus) as well as online tutoring, instructor office hours and other sources of support.

RtI Team Meeting Schedule

No Meeting Schedule

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	4
Governance and Leadership	3
Teaching and Assessing for Learning	4
Resources and Support Systems	4
Using Results for Continuous Improvement	4
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>Increase involvement of parents/guardians and students at School Advisory Council meetings. Two meetings a year at North Campus to increase participation at our second campus.</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.

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
0	N/A				

School Improvement Plan (SIP)

School Name Cross Creek k-12 (3222)

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
Elementary Reading, Reading/L.A. 6-12, Science 6-12, Employability 9-12, Electives K-12, Math 6-12, Behavior/SEL K-12, Access 6-12	Friday	2nd3rd4th5th	9/22/2017 - 5/18/2018	8:30 AM - 9:15 AM	K, 1, 2, 3, 4, 5, 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)						
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
1	3				100.00	
3	5	20.00			75.00	
4	4	50.00	75.00		100.00	75.00
5	13	7.70	30.80		88.90	30.80
6	8	62.50	50.00	12.50	100.00	87.50
7	12	66.70	33.30	33.30	100.00	41.70

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
8	17	70.60	52.90	35.30	91.70	76.50
9	23	52.20	21.70	17.40	93.30	52.20
10	22	59.10	27.30	45.50	76.90	59.10
11	20	55.00	30.00	30.00	75.00	50.00
12	34	61.80	23.50	2.90	88.90	32.40

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

i-Ready is used to remediate reading deficits based on individual student progress in grades K-8. Instruction in high school Social Studies, Science and Language Arts is modified based on formative assessments. Rewards and USA-Test Prep are used in the reading classrooms to remediate fluency, vocabulary, and comprehension.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Wednesday	1st, 2nd, 3rd, 4th, 5th	8/28/2017 - 6/4/2018	8:35 AM - 9:15 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	4.0
Governance and Leadership	3.3
Teaching and Assessing for Learning	3.3

Resources and Support Systems	3.43
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> <ul style="list-style-type: none"> Professional learning Communities are conducting a semester long book study on <i>Better Than Carrots or Sticks Restorative Practices for Positive Classroom Management</i>. The Academic Team has written and implemented a school wide reading and writing plan with components for instruction, monitoring, and motivation. The Literacy Coach is having data chats with teachers to review formative to assist in reading instruction in the content 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
SAC_SAF-SIGN-IN-10-2-17.pdf	October	Monitored	10/26/2017
SAC_SAF-Minutes-10-2-17.docx	October	Monitored	10/26/2017
SAC-and-SAF-Agenda-10-2-17.docx	October	Monitored	10/26/2017
SAC-SAF-MEETING-DATES-17-18.docx	October	A+ Funds	10/26/2017
cross-creek-self-assessment.pdf	October	None	10/19/2017
Cross-Creek-School-SAM-Reports-Broward-2016-2017--(1).pdf	October	None	10/13/2017
SAF-Bylaw-Template-(1).pdf	October	Developed	10/5/2017
Committee-Membership-2017-18.pdf	October	Developed	10/5/2017
SAC-ByLaws-pdf.pdf	October	SAC ByLaws	10/3/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
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?

Each teacher creates and utilizes lesson plans that include Learning Goals and Scales which are alligned with the grade level Florida Standards for each of the courses taught.

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

Teachers use the following resources, NewsELA, Flowcabulary, USA Test Prep, Vocabulary.com, and iReady. Teachers also use Canvas to assign supplemental reading materials from various on-line resources.

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?

Literacy is the focus for student improvement. Based on the 2017 FSA data, over 85% of students in grades 6-12 scored a Level 1 or Level 2.

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?

- iReady will be used to remediate literacy skills in grades K-8. USA Test Prep will be used to provide remediation in grades 9-12.
- Teachers will be provided professional development targeting strategies to improve literacy skills.
- Flowcabulary and NewsELA will be utilized to increase vocabulary skills and informational text comprehension.
- Literacy Coach will conduct data chats will all teachers K-12 bimonthly to develop remediation plans and review differentiation strategies.

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

- We will implement iReady for grades K-8 and USA Test Prep for grades 9-12. These programs will be used at least 45 minutes a week in Reading and English classes.
- A semester long book study using *Better Than Carrots or Sticks* focusing on social/emotional learning.
- Flowcabulary will be utilized to increase vocabulary skills K-12.
- NewsELA will be utilized in content areas to provide access to lexile leveled informational texts in grades 2-12.
- The school psychiatrist will present monthly to instructional staff regarding mental health diagnosis and effective strategies to deal with the symptoms of mental illness in a classroom setting.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
The Academic Leadership Team will devise and implement a reading and writing plan with three components including, instruction, assessment, and motivation.	Academic Leadership Team	5/30/2018	Teachers will participate in a book study based on Better Than Carrots or Sticks focusing on social/emotional learning.	\$1,000.00

School Improvement Plan (SIP)

School Name Cypress Run 7-12 (2123)

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
Project-Based Learning	Tuesday Wednesday	1st2nd3rd4th	8/29/2017 - 6/6/2018	8:15 AM - 9:15 AM	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)						
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
7	25	64.00	100.00	48.00	92.30	88.00
8	37	83.80	86.50	32.40	92.30	86.50
9	24	79.20	87.50	58.30	100.00	91.70
10	26	84.60	88.50	50.00	80.00	88.50
11	12	50.00	75.00		90.00	66.70
12	10	70.00	30.00	60.00	80.00	70.00

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

Every 4 weeks all teachers must submit a struggling students list to the counselors. The counselors will then meet with each student on the list to discuss ways on how the students can improve. The counselors also schedule parent conferences with each student's parent. The Literacy Coach does pull-outs and push-ins each day to assist those students struggling in Reading. Also, each student is assigned a case manager. The case manager meets with their students once a week to discuss behavior and academic progress.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 3rd	10/16/2017 - 6/5/2017	10:00 AM - 12:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	2.33
Governance and Leadership	2.83
Teaching and Assessing for Learning	2.75
Resources and Support Systems	3.14
Using Results for Continuous Improvement	2.6

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

Project-Based Learning

- PBL Book Study – Setting the Standards on PBL via Canvas
- Quarterly interdisciplinary projects

Social & Emotional Learning (SEL)

- Continued implementation of LEAPS via 1st period
- Mentoring sessions

Job & Career Skills

- Empowerment sessions – Quarterly guest speaker/ presentations
- Career days
- Job placements & partnership with Learning Success, Inc.

Behavior Plan

- Consistent implementation of behavior plan
- Operationalize and connect to incentive and rewards

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
DIAGNOSTIC.pdf		10/17/2017

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
Cypress-Run-Committee-Membership.pdf	October	None	10/31/2017
2123-SCHOOL-ADVISORY-COUNCIL-BY-LAWs.docx	October	SAC ByLaws	10/25/2017
2123-Minutes-10-10-2017.docx	October	Monitored	10/25/2017
2123-Agenda-10-10-2017.docx	October	Monitored	10/25/2017
17-18-SACdatesCypress-Run.docx	October	Developed	10/16/2017
SAC-ByLawsCypressRun.pdf	October	SAC ByLaws	10/16/2017
Cypress-Run-Education-Center-SAM-Report-Broward-2017.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
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?

All content area teachers use grade-level Florida Standards to plan and deliver lessons in the classroom. Each teacher follows the district pacing guide for the respective discipline. Each week teachers participate in PLCs which focus on understanding, unwrapping, and planning using the Florida Standards. Teachers use canvas to share student work as well as best practices with colleagues.

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

Students are able to access books via online.

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?

Literacy will be our focus area for improving student achievement. This area was chosen because the data shows that the majority of our students are coming to us with low Reading and Writing scores.

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

All teachers will participate in PLCs designed to incorporate BEST strategies through our school wide literacy initiative in reading and vocabulary as part of the CARE cycle.

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

The PLCs that the teachers will participate in will incorporate three main components of our students' special needs. Those components are mental health counseling, behavioral strategies, and our school wide literacy initiative to improve reading and writing proficiency.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
PLCs	Janet Jackson; Olga Wilson	6/5/2018	Project-Based Learning	\$200.00

School Improvement Plan (SIP)

School Name Dave Thomas (3651)

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
Social Studies	Thursday	1st	8/17/2017 - 5/2/2018	12:00 PM - 2:00 PM	7, 8, 9, 10, 11, 12
Science 7-12	Thursday	1st	8/17/2017 - 5/3/2018	12:00 PM - 2:00 PM	7, 8, 9, 10, 11, 12
English Language Arts 7-12	Thursday	1st	8/17/2017 - 5/3/2018	12:00 PM - 2:00 PM	7, 8, 9, 10, 11, 12
Mathematics 7-12	Thursday	1st	8/17/2017 - 5/3/2018	12:00 PM - 2:00 PM	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)						
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
7	3	33.30			100.00	
8	65	26.20	35.40	6.20	80.80	40.00
9	58	25.90	22.40	6.90	91.10	41.40
10	60	75.00	15.00	5.00	90.20	45.00

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	153	75.80	28.80	0.70	87.90	59.50
12	370	76.50	8.60	0.50	84.80	27.80

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

We will use RtI process to address students with academic performance as identified by the early warning system. BASIS 3.0 will be tool teachers will use to indicate strategies used in the classroom prior to a RtI referral. Teachers will use such strategies as calling parents, providing one on one remediation. Teachers will collaborate with coaches to conduct push in and pull outs. Teachers will identify students learning styles and provide differentiated instruction accordingly. Teachers will monitor student academic progress through the use of USA Test Prep and other common formative assessments for progress monitoring.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st	9/6/2017 - 5/2/2017	8:45 AM - 9:30 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.33
Governance and Leadership	3.00
Teaching and Assessing for Learning	2.58
Resources and Support Systems	3.29
Using Results for Continuous Improvement	2.4

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

Teaching and Assessing for Learning has an overall rating of 2.58. Therefore, DTEC for 2017/2018 will focus on developing common formative assessments (CFA)s for progress monitoring of students. Teachers will work on these assessments during Professional Learning Communities (PLC)s meetings. The English Language Arts (ELA) PLC will use USA Test Prep for CFAs. Data chats will be conducted with students to ensure the appropriate remediation and enrichment is implemented. Also, PLC facilitators will provide feedback on the instructional practice (Accreditation Standard- Using Results for Continuous Improvement) by conducting walkthroughs on a monthly basis.

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
Dave-Thomas-Education-Center-Self-Assessment-2017-2018.pdf	October	Developed	10/19/2017
Committee-Membership-Dave-Thomas.pdf	October	Developed	10/19/2017
Dave-Thomas-Education-SAC-and-SAF-meeting-dates.docx	October	Developed	10/17/2017
Dave-Thomas-Education-Center-September-SAC-Meeting.pdf	October	Developed	10/17/2017
Dave-Thomas-Education-September-SAF-Meeting.pdf	October	Developed	10/17/2017
Dave-Thomas-Education-Center-SAC-Bylaws.pdf	October	SAC ByLaws	10/17/2017
SAM-Reports-Broward-2017-Dave-Thomas-Education-Center.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
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?

Common Formative Assessments (CFA)s are provided on a monthly basis that is aligned with Florida Standards as discussed in the PLC meetings. Teachers are conducting data chats with students after each CFA. In addition, the PLC facilitators conduct walkthroughs to provide feedback on instructional practice aligned with 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?

Informational text is available for students through the class set of textbooks per content area. Students are provided with additional informational text as provided by their teachers through various practice sheets, and workbooks, in addition to APEX content online for course recovery.

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 focus will surround the following EOC area: Algebra, US History, and Biology. ELA focus will continue to surround preparation for FSA and writing prompts through the use of document camera to enlarge materials during teacher-led discussions. The ELA teachers will also use USA Test Prep as a tool for common formative assessments for progress monitoring.

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?

Some assessments are proven reliable and bias-free, therefore, teachers will disaggregate data and plan accordingly for future assessment and monitoring as we strive for student success. Teachers will receive ongoing training via PLCs on Professional Study Days and Early Release Days.

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

Teachers will meet during professional study days for trainings and PLCs meetings. USA Test Prep will be used for Reading to assess students, provide remediation and enrichment based on the data. All other content areas will continue to administer CFAs, conduct data chats.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
We will implement USA Test Prep, PLCs, Professional developments and CFAs in Biology, Mathematics and Social Studies for progress monitoring.	Students, parents, teachers, support staff and administrators are responsible.	6/8/2018	PD will be conducted through PLCs and any other SBBC PD with a focus on the data analysis using USA Test Prep and other technological equipment.	\$3,923.00

School Improvement Plan (SIP)

School Name H.D. Perry Educational Center 7-12 (0592)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Curriculum Conversations			6/7/2018 - 6/7/2018	9:00 AM - 12:00 PM	7, 8, 9, 10, 11, 12
Curriculum Conversations			5/25/2018 - 5/25/2018	9:00 AM - 12:00 PM	7, 8, 9, 10, 11, 12
Curriculum Conversations			3/23/2018 - 3/23/2018	9:00 AM - 12:00 PM	7, 8, 9, 10, 11, 12
Curriculum Conversations			1/8/2018 - 1/8/2018	9:00 AM - 12:00 PM	7, 8, 9, 10, 11, 12
Curriculum Conversations			10/20/2017 - 10/20/2017	9:00 AM - 12:00 PM	7, 8, 9, 10, 11, 12
Curriculum Conversations			8/18/2017 - 8/18/2017	9:00 AM - 12:00 PM	7, 8, 9, 10, 11, 12
Instructional Leaders of Learning	Thursday		8/14/2017 - 6/7/2018	10:00 AM - 1:00 PM	7, 8, 9, 10, 11, 12
Curriculum Conversations	Monday Wednesday		8/14/2017 - 6/7/2018	9:00 AM - 9:40 AM	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)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
7	18	61.10	61.10		100.00	55.60
8	146	52.70	50.00	0.70	88.10	47.90
9	49	59.20	44.90		75.00	26.50
10	115	73.90	40.90	1.70	79.20	36.50
11	190	78.90	36.80	4.70	80.00	48.90
12	524	87.80	14.90	0.80	87.10	22.70

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

Teachers meet biweekly within departments to review students' progress/work, after identifying students the following strategies are put in place:

- Parent Conferences
- Data Chats with students (review grades, behavior and test scores)
- RtI interventions and bi-weekly RtI Team meetings
- Social-Emotional Learning professional development strategies
- Formative and Summative Assessments
- Target Graduation: Data Chats with students (review grades, GPA, test scores and graduation status) and pairing students with mentors,
- Differentiated Instruction,
- Pull-outs and one-on-ones (Math, Reading and Science)
- Female/Male Mentoring Programs and activities

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 3rd	8/14/2017 - 6/7/2018	10:00 AM - 11:00 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.33
Governance and Leadership	3.00
Teaching and Assessing for Learning	2.58
Resources and Support Systems	3.29
Using Results for Continuous Improvement	2.4
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>Teaching and Assessing for Learning has an overall rating of 2.58. Therefore, DTEC for 2017/2018 will focus on developing common formative assessments (CFA)s for progress monitoring of students. Teachers will work on these assessments during Professional Learning Communities (PLC)s meetings. The English Language Arts (ELA) PLC will use USA Test Prep for CFAs. Data chats will be conducted with students to ensure the appropriate remediation and enrichment is implemented. Also, PLC facilitators will provide feedback on the instructional practice (Accreditation Standard- Using Results for Continuous Improvement) by conducting walkthroughs on a monthly basis.</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
SAC-Composition.pdf	October	None	10/31/2017
SAC-By-Laws_6501.pdf	October	SAC ByLaws	10/26/2017
SAC-SAF-Dates.docx	October	None	10/25/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
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?

Each course follows the Broward County Schools' pacing guides created for each subject area. In addition, department chairs rely on up-to-date information from the Florida Department of Education website and CPalms for content related material and standards for instruction. Monthly department meetings are used to discuss alignment of all classrooms to these standards and to ensure all teachers are teaching coursework that is parallel to that of their department members. Monthly leadership meetings are held to determine specific guidelines for instruction and completion of each course and to share best practices that can be used to ensure student success in always the primary goal.

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?

Each classroom is equipped with student desktops, and there are laptop carts available for teachers to reserve so students have access to trending educational reserach and job-related skills that mimic those used in the classroom setting. The goal of Henry D. Perry Education Center is to prepare students for college and/or career, and we promote these skills in each classroom based on the individual course 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?

As evident in the SES Band Data, the contents that will be of primary focus for improving student achievement will be in the areas of math and reading learning gains as well as contributing to increase overall mathematics and reading proficiency levels.

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

The BEST Practice that will be scaled-up to improve teaching and learning to increase performance within the SES Bands will be through our implementation of the CARE Process. The English Department has paired with the Reading Department to align instructional practices of the specific standards and assess students using the formative assessments provided by the district. The English Department will then focus on the open responses and the Reading Department will focus on the multiple choice items. Together, the department will develop remediation and enrichment plans to address the individual student plans.

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

The BEST Practice will be scaled-up through twice monthly department meetings. Teachers that have an EOC exam are scheduled to have the same meetings. The teachers within the core subject areas are to meet during PLC's to discuss common strategies and how they are implementing the CARE process, best practices, and ensuring common practices. Specifically, the English and Reading Departments will meet together on a monthly basis to implement the established CARE process for ELA.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
Authentic Professional Learning Communities, Rtl meetings to support struggling Social-Emotional Learners, and Bi Weekly Department Meetings.	Assistant Principal, Professional Learning Facilitator, Rtl Liaison, and Reading/English Teachers	6/7/2018	Social-Emotional Learning, C.A.R.E. Cycle, Marzano's Instructional Strategies, Professional Learning Goals & Scales, and Learner Centered Principals.	\$5,000.00

School Improvement Plan (SIP)

School Name Lanier-James Ed Center (0405)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
PLC	Monday	1st3rd	10/2/2017 - 5/25/2018	8:45 AM - 9:15 AM	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)						
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
7	9	55.60	100.00	55.60	88.90	88.90
8	29	65.50	96.60	34.50	85.00	86.20
9	15	73.30	86.70	46.70	85.70	93.30
10	16	75.00	81.30	62.50	83.30	81.30
11	13	69.20	76.90	30.80	100.00	84.60
12	10	90.00	50.00	50.00	100.00	90.00

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

When students are assigned to Lanier-James Education Center, they are assigned a mentor who is a member of the support staff. The mentor sees their mentees each day when they distribute their daily point sheets to them each morning. The mentor monitors the academic progress and the behavior of each of their mentees.

Academic interventions are provided by classroom teachers for students on an individual basis. The class size makes it possible for students to receive one-on-one instruction and support. Teachers work closely with parents as well as other staff members to provide the needed support. If additional support is needed, the student is referred to the RTI team which will meet and then monitor the student as well as provide additional interventions and/or support as needed by each student.

Individual student data is disaggregated. Student credits are monitored throughout the year. The guidance counselors enroll students who are in need of recovery in recovery courses. Students who are identified as ESE receive additional support via pull-outs and/or push-ins from the ESE specialist and the ESE support facilitators.

RTI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	10/2/2017 - 5/25/2018	8:45 AM - 9:15 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.00
Governance and Leadership	3.4
Teaching and Assessing for Learning	3.67
Resources and Support Systems	3.57
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>Our school will continue to use Professional Development and Professional Learning Communities (PLC's) to increase our overall rating. We will develop trainings that will be useful to the staff both inside and outside of the classroom; trainings will focus on student achievement, increasing the use of technology in classrooms and the sharing of best practices across the learning community. We will measure the success of the trainings and make adjustments accordingly throughout the school year.</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
LJEC-Meeting-Schedule-17-18.pdf	October	None	10/30/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
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?

Lanier James Education Center uses biweekly departmental Instructional Planning meetings to review and discuss the alignment of grade level-Florida standards within the classroom. Teachers bring in student work and planning material to work to brainstorm and ensure that the lesson remain engaging for alternative students.

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 Lanier James Educational Center have access to digital learning tools through their individual Single Sign On launch pads. These digital tools are used to assist students with accessing additional informational text for research, project based learning, and enrichment. In addition, there are classroom libraries that contain magazines with informational text that can be accessed by all students.

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

Social Studies, Reading and English Language Arts will be the focus for improving student achievement as evidenced by the majority of our students scoring level 1 on FSA and not achieving passing scores on Civics and U.S. History. Teachers will work together during bimonthly Instructional Planning meetings to review literacy goals and plan for instruction that encourages students to read across content areas. This is a Best practice that will consistently expose students to complex text and the build the stamina they need when facing the rigor of FSA and EOC exams.

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

Teachers will work together during bimontly Intructional Planning meetings to review literacy goals and plan for instruction that encourages students to read across content areas. This is a Best practice that will consistently expose students to complex text and the build the stamina they need when facing the rigor of FSA and EOC exams.

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

The Best Practice of Instructional planning for literacy across the content areas will be scaled up during the weekly professional development meetings that will focus on increasing the use of project based learning and digital tools that will build interest and engagement with striving readers.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Weekly professional Development with all subject area teachers	LaShawnda Eggelletion	5/31/2018		\$2,000.00

School Improvement Plan (SIP)

School Name McFatter Technical College and High School (1291)

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
1291 Best Practices 9-12	Wednesday Friday	2nd4th	9/27/2017 - 5/25/2018	8:15 AM - 9:15 AM	9, 10, 11, 12
1291 ESOL Post Secondary	Thursday	4th	10/20/2017 - 5/28/2018	9:00 AM - 12:00 PM	
1291 Industrial Post Secondary	Friday	4th	10/20/2017 - 5/28/2018	9:00 AM - 12:00 PM	
1291 ELA 9th-10th	Friday	4th	10/20/2017 - 5/25/2018	9:00 AM - 12:00 PM	9, 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	149	4.00	3.40	3.40	10.10	2.70
10	145	3.40	4.10	4.10	7.60	2.10
11	145	10.30		2.10	26.40	1.40
12	161	22.40		2.50		1.20

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

We will employ several interventions to improve the academic performance of all students that are identified with one or more of the early warning indicators.

- All 9th - 11th Grade Students that earned a level 1 or 2 based on the FSA/ELA scores will be placed in an Intensive Reading Class and/or provided additional one-on-one intervention/support
- Schoolwide PLCs with a focus on high-yield instructional strategies
- Provide FSA/ELA Tutoring Sessions before, during and after school
- Enhanced progress monitoring techniques to support students struggling in all math subjects
- F.A.S.T. Program (Fostering Academic Success Together), 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.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd	9/14/2017 - 5/11/2018	9:00 AM - 11:00 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	4
Governance and Leadership	3.83
Teaching and Assessing for Learning	3.75
Resources and Support Systems	3.71
Using Results for Continuous Improvement	3.8

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

In order to increase our institution's overall ratings in the accreditation areas, we will employ school wide Professional Learning Communities to research, model and share best practices to support teachers in their pedagogical strategies and behaviors. The administrative team will utilize Marzano iObservation data to provide teachers with timely feedback on their classroom performance. Student performance data will be monitored periodically to ensure that we're meeting the needs of our diverse student population. We will continue to work closely with students, parents and the business community by engaging our stakeholder's through School Advisory Committee Meetings, PTSA Meetings, Leadership Team Meetings as well as community events such as Discovery Fest and Broward Technical College's Alumni events throughout the school year.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
McFatter-Self-Assessment.pdf		10/19/2017

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Committee-Membership-McFatter.pdf	October	None	10/30/2017
McFatter-SAC-Meeting-Minutes-October.pdf	October	Developed	10/27/2017
McFatter-SAC-Agenda-October.doc	October	Developed	10/27/2017
SAC-October-Meeting-Sign-In-Sheet.pdf	October	Developed	10/26/2017
SAC-Meeting-Dates.docx	October	None	10/26/2017
MTC-Bylaws.pdf	October	SAC ByLaws	10/26/2017

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	781	3 of 72	33	52	104

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?

Some of the strategies that the school uses to ensure classroom instruction is aligned to grade-level Florida Standards are listed below.

- Data from assessments (FSA-ELA) is disaggregated and analyzed to detect school-wide and subgroup areas of strength or weakness.
- Subject textbooks are aligned with state standards.
- Marzano Observation data from classroom observations

Some of the evidence collected to ensure that classroom instruction is aligned to grade-level standards are listed below.

- Data from FAIR-FS is checked throughout the year for students who have exhibited below-grade-level performance on state assessments.
- Other assessments are administered as necessary (DAR, for one) for students who do not show progress.
- Student writing samples in both Advanced Placement & Honors level English & Social Studies
- Teachers also use platforms like Canvas to get additional information about student performance.
- Evidence from applications/websites like NewsELA can also give teachers evidence of student strength/weakness and growth.

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

- All teachers have access to applications/websites such as NewsELA through Broward Schools Single Sign-On. Best Practices PLC will cover these applications and allow teachers to explore/discover other options for getting students access to subject-relevant informational text.
- Media center facilitation of student learning opportunities and media center specialist collaboration with our high school's research and writing PLC (ELA & Social Studies) ensures student access to a variety of informational texts in various mediums.
- In addition, the District is exploring the development of additional performance tasks through the Keystone Task Force, a new initiative of the District. This initiative relies on the GRASP model, developed by Defined Learning (formerly Defined Stem).

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?

Within Broward County, McFatter Technical High School is the second highest performing school within our SES band for the 2016 - 2017 school year. We are planning on collaborating with the highest performing school within this SES band to gain more insight into their best practices/strategies in mathematics for our own growth and improvement in this content area. Our overall School Improvement Goals for the 2017-2018 school year is to increase student performance on FSA Assessment, EOC Exams Assessment Math and Biology, Advanced Placement Performance, SAT, ACT, Course Passing Percentage, and Industry Certification Passage Rate by 3% or more by May 2018.

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

The Best Practices that we are scaling-up at our school to ensure that our school is the BEST Performing school in our SES band will include some of the initiatives listed below.

- End of Course/Advancement Placement prep sessions in mathematics and other content areas - before, during and after school and select Saturday's
- Implement Professional Learning Communities
- F.A.S.T. Program (Fostering Academic Success Together) - after school tutoring program

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

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

- School-wide Professional Learning Communities will focus on Marzano's High Yield Strategies and the sharing of "Best Practices" to improve student achievement in reading and math by infusing Technology.
- Enhance Progress Monitoring techniques - will involve identifying students that are struggling in math by monitoring attendance and grades monthly, as well as working with teachers, guidance counselor's and students to design an individualized plan of support for our struggling students.
- F.A.S.T. Program (Fostering Academic Success Together), which is 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, one-on-one tutoring from academic teachers as well as

student leaders.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
The session will focus on the these areas: SAT/PSAT writing and reading strategies, an Interactive Game and Practice Timed test	Natalie Guy & Melissa Stapleton	5/31/2018		\$500.00
The Literacy Coach is working with the students in the content classrooms on the Language Arts Florida Standards (LAFS) in the Integration of Knowledge and Ideas, Key Ideas and Details and Craft and Structure strands.	David Wood, Literacy Coach and HS Teachers	5/31/2018		
School-wide Professional Learning Communities will focus on Marzano's High Yield Instructional Strategies and the sharing of Best Practices	Dr. Mimbs, Inservice Facilitator, Literacy Coach and HS Instructors	5/31/2018		
F.A.S.T. Program (Fostering Academic Success Together), 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	Alvin Ranzy, Lillie Henry, Dr. Paz, and various Content Area Teachers	5/31/2018		\$2,500.00
The ELA teachers have met to study our FSA ELA results, identify our lowest standards, drill deeper into the strands to identify areas of low performing skills, discuss strategies and techniques to address these specific skills, identify the lowest achieving students,	David Wood, Literacy Coach, HS Department Leaders, Classroom teachers, School Administrators	5/31/2018		

School Improvement Plan (SIP)

School Name Off Campus Learning Center (6501)

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.

No Meeting Schedule

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	14	92.90	50.00	7.10	100.00	50.00
10	104	93.30	19.20	5.80	70.00	32.70
11	326	88.00	9.80	4.30	75.40	28.50
12	925	90.40	2.20	1.10	75.40	11.10

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

We will employ several interventions to improve the academic performance of all students that are identified with one or more of the early warning indicators.

- All 9th - 11th Grade Students that earned a level 1 or 2 based on the FSA/ELA scores will be placed in an Intensive Reading Class and/or provided additional one-on-one intervention/support
- Schoolwide PLCs with a focus on high-yield instructional strategies
- Provide FSA/ELA Tutoring Sessions before, during and after school
- Enhanced progress monitoring techniques to support students struggling in all math subjects
- F.A.S.T. Program (Fostering Academic Success Together), 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.

RtI Team Meeting Schedule

No Meeting Schedule

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	4
Governance and Leadership	3.83
Teaching and Assessing for Learning	3.75
Resources and Support Systems	3.71
Using Results for Continuous Improvement	3.8
Explain the activities in which your school will participate to increase your overall rating. Include specific details. In order to increase our institution's overall ratings in the accreditation areas, we will employ school wide Professional Learning Communities to research, model and share best practices to support teachers in their pedagogical strategies and behaviors. The administrative team will utilize Marzano iObservation data to provide teachers with timely feedback on their classroom performance. Student performance data will be monitored periodically to ensure that we're meeting the needs of our diverse student population. We will continue to work closely with students, parents and the business community by engaging our stakeholder's through School Advisory Committee Meetings, PTSA Meetings, Leadership Team Meetings as well as community events such as Discovery Fest and Broward Technical College's Alumni events throughout the school year.	

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.

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
0	N/A				

School Improvement Plan (SIP)

School Name Pine Ridge Ed Center k-12 (0653)

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
Social Emotional Learning K-12	Thursday	2nd3rd	9/7/2017 - 6/1/2018	8:30 AM - 9:30 AM	K, 1, 2, 3, 4, 5, 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)						
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
KG	2	100.00	100.00		100.00	100.00
1	9	22.20	77.80		85.70	66.70
2	9	11.10	66.70		71.40	55.60
3	14	78.60	57.10		85.70	85.70
4	7	28.60	71.40		100.00	71.40
5	14	71.40	78.60		100.00	85.70
6	29	62.10	62.10	51.70	81.00	72.40

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

Pine Ridge Education Center utilizes the following interventions to improve academic performance of the students: Reading Reading, I-Reading, LLI Intervention Kit, Leveled Readers, Journeys Toolkit, Newsela.com, ReadWorks, I-Ready Math, Math Fluency Plan and Discovery Education. In addition, the staff will have staff development to assist with intervention in the classroom to improve behavioral concerns with the students.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	9/26/2017 - 6/5/2018	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	4
Governance and Leadership	3.83
Teaching and Assessing for Learning	2.92
Resources and Support Systems	3
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>We have created staff development throughtout the year to improve teaching and learning in the classroom. The teachers are monitored to determine their effectiveness in the classroom. The student assessments will be reviewed to determine if students are learning the concepts 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
Pine-Ridge-Committee-Membership.pdf	October	Developed	10/20/2017
Pine-Ridge-Education-Center-SAC-dates.docx	October	SAC ByLaws	10/20/2017
SAC-ByLaws17-18.pdf	October	SAC ByLaws	10/18/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
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?

Pine Ridge Education Center uses specialized text books, curriculum, instructional focus calendars and lesson plans to ensure classroom instruction is aligned to grade-level Florida Standards. The following evidence is collected to ensure that classroom instruction is aligned to grade-level standards: Benchmark Assessment System (BAS), READY, IREADY, TOMA, GO MATH, Math Fluency Diagnostic, and C.A.R.E Package assessments.

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

Pine Ridge Education Center uses technology, newspapers, and magazines to ensure students have access to information text in a variety of mediums. Students also participate in project-based learning activities and teachers make real world connections when presenting information. The Literacy Coach and Math Coach support teachers and students to ensure there is access to information text for each content area in a variety of mediums.

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

We do not have SES band data due to the unique nature of our school (only K-6 behavior change center). Based on last school year's (2016/2017) ELA FSA data, 64 students took the ELA FSA and 81% of students scored level 1 in ELA or Math. The weakest area for students was integration of knowledge and

ideas which was at an average of 19.90% mastery. We are focusing on improving our ELA FSA provisional mastery average by 5% as evidenced by the results of the 2017/2018 ELA FSA.

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

Our plan is to scale up our ELA professional learning communities (PLCs) by providing teachers with professional development on instructional practices regarding integration of knowledge and ideas. We will use iObservaton scores and student data to focus those PLCs on improving instructional practice through a cycle of improvement (PLAN, DO, CHECK and ACT) until we get satisfactory student achievement results.

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

Pine Ridge Education Center will use Personal Learning Communities (PLC) and professional development activities to provide teachers with the support, guidance and tools to utilize best instructional practices to deliver effective instruction and lessons. Pine Ridge Education Center will utilize research based strategies to provide professional development activities for teachers and use student data for improvement. Pine Ridge Education will gather baseline student data and use PLCs and professional development activities to improve practice based on data. Teachers will implement instructional enhancements gained from professional development activities, continuous assess students using a variety of assessments, and analyze the data to improve practice. This process will be repeated in order increase student achievement.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Personal Learning Communities (PLC) and professional development activities	Sabrina Smith	6/1/2018		

School Improvement Plan (SIP)

School Name Seagull 7-12 (0601)

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
Seagull's PLC (Attendance - Behavior - Academics)	Wednesday	2nd4th	8/21/2017 - 5/31/2018	8:20 AM - 9:20 AM	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)						
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
1	1					
7	4	100.00		25.00	100.00	25.00
8	1	100.00	100.00		100.00	100.00
9	9	88.90	22.20	11.10		33.30
10	28	75.00	10.70	7.10	80.00	17.90
11	88	76.10	30.70		100.00	50.00

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	210	74.30	18.60	0.50	89.60	27.60

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

Seagull Alternative High School utilizes the following intervention strategies to improve the academic performance of students:

- Research based mentoring programs (CARES mentoring, Women of Tomorrow and outside agencies)
- One on one peer counseling with certified counselors
- RTI Interventions
 - *Individualized attendance intervention
 - *Individualized behavior interventions (mentoring, reference to outside agency for behavior management)
 - *Individualized academic interventions (peer tutoring, teacher and support staff, intensive reading remediation)
 - *Recommended staff/peer mentoring
- Collaboration with outside agencies including DJJ, community mental health centers, Healthy start, Painting Apprenticeship, OIC and Zeta Phi Delta Stork's Nest.
- Exam Prep
 - *ACT
 - *PERT
- Adoption of researched based reading and mathematics program
- Blended implementation of the curriculum using computer based support
- Provide academic, behavior and attendance incentive
- Community support through business partners providing student with basic necessities
- On campus licensed child care and a full time nurse for students with babies.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Friday	2nd, 4th	9/22/2017 - 5/25/2018	9:30 AM - 12:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.67

Governance and Leadership	3.0
Teaching and Assessing for Learning	3.0
Resources and Support Systems	3.0
Using Results for Continuous Improvement	2.4

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

The Leadership team has refocused its mission and vision to adapt to a changing population that does not have the same needs as traditional students. This refocus entails changes in curriculum delivery and student support. The Leadership team is also actively soliciting alternative academic programs to better serve the needs of our students.

The CPST is fully staffed and charged with the responsibility of identifying students and areas of concerns that require intervention strategies at tiers 1, 2 and 3. Weekly collaborative meetings are held with the CPST and teachers to discuss strategies and continuous progress monitoring of students.

The support teams (including the family counselor and social worker) have implemented initiatives that target the mental, emotional, and physical health of our students. These programs are designed to fulfill the students' basic needs according to Maslow's hierarchy of needs.

The entire staff volunteers extended academic support through tutoring and mentoring.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Self-Assesment-Survey-2017_2018.pdf		10/3/2017

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC_SAF-Agenda-October.docx	October	Developed	10/19/2017
SAC_SAF-Attendance_-October.pdf	October	Developed	10/19/2017
SAF-Bylaw.docx	October	SAF ByLaws	10/19/2017
SAC-Bylaws.pdf	October	SAC ByLaws	10/19/2017
SAC-Composition_Seagull.docx	October	None	10/17/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Calendar-2017_2018.docx	October	None	10/16/2017
SAM-Reports-Broward-2017-Seagull-Alternative-High-School-(3).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
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?

At Seagull Alternative High School the curriculum is aligned to the district's curriculum for each content area. The lessons are also aligned to the English Language Arts Florida (*LAFS*) Standards and Math Florida Standards (*MAFS*). Teachers also use Test Item Specifications to gain a better understanding of which benchmarks will be assessed and how to adequately prepare their students. Learning goals are evident in each classroom. Seagull uses district adopted materials and students are assessed based upon standards that are addressed both in class and on standardized assessments. This information is documented in lesson plans, data chats are conducted by the leadership team, and administration also conducts frequent classroom walkthroughs to monitor the teaching and learning in the school.

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

Students are encouraged to use the Broward Single Sign-On (SSO) portal to locate and gain access to a plethora of resources. A few of these resources include online textbooks, Destiny Library, Khan Academy, Math Nation, Pearson Student Bridge and Naviance. Students also have access to Canvas where they are able to log-in to online courses and locate coursework, assignments and resources. At the beginning of the year, students were provided with usernames and passwords for each portal. Teachers also include the use of these resources in their daily instruction. Students are familiar with the logging-in process and can access these resources at any time. Students may utilize these resources for practice, enrichment or remediation.

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?

Historically, the students at Seagull Alternative High School perform below standard on state-wide assessments. Our students find more success on the SAT, ACT and PERT assessments. Based upon the test results for the 2016 - 2017 school year, 17% of the students successfully passed the SAT/ACT. This was a 4% increase from the 2015-2016 SAT/ACT results. The percentage of students passing the PERT assessment also increased from previous years as 72% of the demonstrated proficiency on the 2016-2017 PERT assessment. This was a 25% increase from the 2015-2016 school year. Based upon these results, Seagull will focus on improving student achievement in Reading.

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

Best Practice #1: Professional Learning Community (PLC)

Best Practice #2: Response to Intervention (RTI)

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

Best Practice #1, a focused and authentic PLC, will continue to function as a way to review student data and make decisions based on data, however it will be necessary to increase the frequency of data chats with the students. Data will also be disaggregated and presented to the leadership and the literacy team as a means for targeting specific patterns and trends within our population. In addition to presenting discussion and data, stakeholders will need to present remediation and enrichment plans for students, including what supplemental materials and resources are needed to determine student readiness and improve achievement.

Over the years it has been a recommendation that teachers attend professional developments and teacher trainings to improve teacher practice. This year, teacher participation in outside professional developments will be vigorously encouraged and rewarded. Teachers will be asked to share their learning experiences with their colleagues and disseminate the information to all stakeholders.

Best Practice #2, Response to Intervention has been scaled up from previous years. Our RTI team consists of leaders in their respective areas and all members are well skilled in using and interpreting BASIS. All members of the RTI attended BASIS and RTI training. In addition to the initial referral, the process of progress monitoring has been refined as has the communication between the RTI team and instructional staff. All departments have submitted a Resource Mapping document that identifies Tier 1, Tier 2 and Tier 3 interventions, as well as the resources necessary for those interventions to be successful.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
RTI Process	STEM PLC Team	5/31/2018	Multi-Tiered System of Support and Monthly PLC's	\$5,000.00
Conduct monthly data chats with students. Offer face-to-face, online and blended courses. Modified course assignments.	Literacy PLC Team	5/31/2018	Monthly PLC Meetings	\$5,000.00
Monitor academic progress, attendance, and behavior through authentic school-wide PLC's. Offer alternative assessments (PERT, ACT and SAT) to fulfill graduation requirements. Offer peer tutoring and pull-out sessions.	Student Support Services PLC Team, Leadership Team, Teachers and Students	5/31/2018	Multi-tiered System of Support (MTSS) Training	\$2,500.00
Parent contact, social worker referral, parent/student conference, attendance contracts and incentives for good attendance.	ESE PLC Team	5/31/2018	Monthly PLC Meetings	\$6,200.00

School Improvement Plan (SIP)

School Name Sheridan Technical College and High School (1051)

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
Student Support	Wednesday	2nd3rd	9/27/2017 - 5/23/2018	1:45 PM - 3:00 PM	9, 10, 11, 12
Math	Wednesday	2nd3rd	9/27/2017 - 5/23/2018	1:45 PM - 3:00 PM	9, 10, 11, 12
Research & Presentation	Wednesday	2nd3rd	9/27/2017 - 5/23/2018	1:45 PM - 3:00 PM	11, 12
10th Grade ELA	Wednesday	2nd3rd	9/27/2017 - 5/23/2018	1:45 PM - 3:00 PM	10
9th Grade ELA	Wednesday	2nd3rd	9/27/2017 - 5/23/2018	1:45 PM - 3:00 PM	9

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
9	149	12.80	2.00	14.10	5.50	7.40
10	134	13.40	5.20	3.00	14.30	6.70
11	95	20.00	8.40	1.10	25.90	5.30

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	63	12.70				

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

Intervention strategies are based on a multi-tiered support system.

Guidance:

- Teachers identify and report academic concerns to grade level school counselors
- Teachers identify and report behavioral concerns including social skills, organizational skills, time management issues, conduct, acclimation to courses, and their overall health and well being.
- School counselors meet with struggling students and together create a plan to ensure progress towards course credit, credit recovery, raising their GPA, and fulfilling graduation requirements.
- Counselors schedule parent conferences to provide parents with the most current information regarding their child's academic and/or behavioral progress. They work with the parent to identify strategies that will provide the student the greatest success.
- Counselors work with teachers to facilitate small group learning in the Innovative Learning Center (ILC) to provide academic assistance.
- Counselors work with inside and outside agencies and other resources to assist STHS families (parents & students) with both academic and social needs.

RtI:

- Student history is reviewed to determine if their is a new or recurring issue.
- Attendance, discipline, academic history are discussed with guidance & teachers

Reading:Our school wide initiative is English Language Arts. As a school we would like to demonstrate learning gains in

- Newsela builds reading comprehension through leveled adaptive articles, real-time assessments and actionable insights, and the ability to self-monitor student progress. This program provides nonfiction articles that are cross-curricular and up to date global, current events, while incorporating reading comprehension and writing skills.
- Vocabulary.com builds upon academic/SAT words. The program is adaptive and becomes more advanced as students progressively improve. It is cross-curricular and students have the ability to challenge themselves (self-monitor), their class, and the school on the district, state, and national level.
- MAP (Measures of Academic Progress) is given as a diagnostic assessment three times throughout the year (fall, winter, spring) to monitor student progress. It is an adaptive assessment that focuses on reading comprehension and language usage. Teachers are able to provide differentiated instruction from the grouping that the assessment provides.
- S.E.L.A. (Success in English Language Arts) is our weekly tutoring session where 9th-11th grade students receive additional instruction and practice in reading comprehension, writing skills, and language usage. Twice a week, students receive an additional 90 minute block of ELA.

RIF (Reading Instructional Focus) the RIF was created to provide all teachers with a pacing guide that concentrates on specific skills aligned with the Florida State Standards.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 4th	10/4/2017 - 5/23/2018	1:45 PM - 2:45 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	3.33
Governance and Leadership	3.33
Teaching and Assessing for Learning	3.67
Resources and Support Systems	3.57
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>In order to increase our school's overall rating: Standard 1: Ensure the proper alignment of state standards with mandated textbooks; review, revise, and communicate our purpose as we foster student success. Focus on CARE and BEST. Standard 2: Continue to promote and support student performance and school effectiveness. Improve the use of iObservation as an evaluative tool. Standard 3: Develop strategies for the use of data (with fidelity) in guiding PLCs. Continue improving the use of formative and summative assessments. Standard 4: School wide PLC's to research, model and share best practices to support teachers with the implementation of new academic programs and applications. Increase the services that support the counseling, assessment, referral, educational, and career planning needs of all students. Standard 5: Offer workshops in the use and interpretation of data through BASIS, Naviance, and Khan Academy. Continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. (i.e. NoRedInk, Vocab.com, EOC's, formative/summative assessments). Student performance data will be monitored periodically to ensure that we're meeting the needs of our diverse student population.</p>	

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Sheridan-Tech-Self-assesement.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
1051_SACTech_Minutes_10-2017.pdf	October	Monitored	10/30/2017

File Name	Meeting Month	Document Type	Uploaded Date
10-18-SAC-Sign-in-sheet.pdf	October	Monitored	10/25/2017
5-10-17-mintues_approved-10-18-17.doc	October	Monitored	10/25/2017
SAC-Meeting-Dates.docx	August	Developed	10/25/2017
SAC_Committee-Membership_1051.pdf	September	Developed	10/23/2017
10_18_17-SAC-attendance.pdf	October	Developed	10/23/2017
STHS-SAC-ByLaws_2017.pdf	October	SAC ByLaws	10/22/2017
1051_SheridanTech_Agenda_10-2017.doc	October	A+ Funds	10/22/2017

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
6	468	60 of 72	6	209	417

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
After School Tutoring & homework help	Marisa Santana, Sandra Martin	5/23/2018		\$3,200.00
Upper grade students (in SGA) are mentoring 9th and 10th grade students that are struggling academically and/or socially	Wendy Payne, Kenneth Rolle, Andie Segal	5/23/2018		
Working with Juniors and Seniors to prepare them for life after high school. Students work with teacher mentors work with students.	Dahlia Orris, Felicia Rattray	5/23/2018		

School Improvement Plan (SIP)

School Name The Quest (1021)

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
Quest Center PLC(Science,ELA, Mathematics,Transition)	Tuesday	1st2nd3rd4th5th	9/5/2017 - 5/25/2018	8:40 AM - 9:30 AM	K, 1, 2, 3, 4, 5, 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)						
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
KG	2	50.00				
1	3	66.70				
2	6	33.30				
3	2	100.00				
4	6	100.00				
5	6	33.30				

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
6	9	33.30				
7	8	12.50				
8	6	50.00				
9	8	12.50				
10	12	25.00				
11	11	9.10				
12	55	25.50				

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

The Quest Center is a Separate Day School, the most restrictive environment in Broward County Public Schools. All students have been identified as students receiving services under the eligibility of Autism Spectrum Disorder and Intellectual Disabilities prior to attending/enrolling in The Quest Center. However, upon students arrival we collect behavior data for a 6-8 week period to determine the students magnitude and intensity of maladaptive behaviors. After reviewing the 6-8 week behavior data students are tiered and individualized intensive supports are implemented.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
		1/29/2018 - 5/18/2018	8:30 AM - 9:30 AM
Thursday	2nd	10/12/2017 - 4/26/2018	8:30 AM - 3:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating

Purpose and Direction	3.33
Governance and Leadership	3.17
Teaching and Assessing for Learning	3.42
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.

To improve our overall rating, The Quest Center will participate in the following:
 Quarterly Student Progression Chats
Student Behavior Chats
 Provide surveys to increase shared values and beliefs
 Vertical/Horizontal planning
 Quarterly parent and staff surveys to assess programs
 Continue weekly Lesson Study to personalize teacher development needs
 Weekly PLC meeting focusing on the District's CARE to be the BEST model

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
The-Quest-Self-Assessment-2017-18.pdf		10/19/2017

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-comp-report17-18.pdf	October	None	10/25/2017
SAC-meeting-dates-17-18.pdf	October	None	10/19/2017
The-Quest-Center-SAM-Report-Broward-2017-(3).pdf	October	None	10/13/2017
SAC-ByLaws.pdf	October	SAC ByLaws	9/29/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
0	N/A				

Goals

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

School-based teams unwrap standards to determine the essential understanding critical for students. Teachers access online resources such as Project ACCESS, referencing LASSI and MASSI suggested lessons. Additionally, teachers reference grade level textbooks as appropriate.

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 supplement prepared texts through the use of auxillary resources materials on the curriculum theme such as News to You Newspapers and CNN student news. Technology is incorporated through the use of iPads, computers, and promethean boards. Teachers use resources such as Boardmaker online and Bitsboard to make informational text interactive and accessible to students with disabilities.

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?

School teams will focus on unwrapping science standards at the various grade levels for the 2017-18 school year. We seek to improve science assessment scores by 10%.

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

We are scaling up our focused and authentic PLC process. We are ensuring teachers are engaged and leading the process. We are ensuring that all staff review and analyze student data to improve students' academic and behavioral progress within the classroom and on the school campus.

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

Teachers participate in PLCs once per week on department level teams. During PLCs, teachers unwrap Science Standards at Access Points, create performance scales and activities aligned to the learning goal and performance scales. Teachers also create assessment materials for Science Common Formative Assessments. In addition, during PLCs, teachers review CFA data to identify/discuss effective instructional strategies that result in academic improvements. Teachers and school-based teams will meet with administration, behavior team, instructional coaches, and each other to ensure that students' academic and behavioral interventions are appropriate and implemented effectively.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Weekly PLC meetings	Michelle Laurent	5/30/2018		
Bi-monthly Behavior Tech Data Review	Amy Cohen	5/30/2018	Training in data entry and analysis of graphs/trendlines, ABA strategies	\$500.00
Data Checkpoints	Leo Nesmith, Michelle Laurent, Amy Cohen, Leigh Townley, John Vezza	5/30/2018		
Behavior Chats and PBIP Chats	Amy Cohen	5/30/2018	Substitutes to cover for teachers	\$800.00
Student Progression Chats	Michelle Laurent, Amy Cohen, John Vezza, Leigh Townley, Leo Nesmith	5/30/2018	Substitutes	\$800.00

School Improvement Plan (SIP)

School Name Whiddon-Rogers 7-12 (0452)

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
Whiddon-Rogers Education Center's PLC Schedule	Thursday	1st	5/3/2018 - 5/3/2018	11:30 AM - 2:30 PM	7, 8, 9, 10, 11, 12
Whiddon-Rogers Education Center's PLC	Thursday	1st	4/5/2018 - 4/5/2018	11:30 AM - 2:30 PM	7, 8, 9, 10, 11, 12
Whiddon-Rogers Education Center's PLC	Thursday	1st	3/1/2018 - 3/1/2018	11:30 AM - 2:30 PM	7, 8, 9, 10, 11, 12
Whiddon-Rogers Education Center's PLC	Thursday	1st	2/1/2018 - 2/1/2018	11:30 AM - 2:30 PM	7, 8, 9, 10, 11, 12
Whiddon-Rogers Education Center's PLC	Thursday		1/11/2018 - 1/11/2018	11:30 AM - 2:30 PM	7, 8, 9, 10, 11, 12
Whiddon-Rogers Education Center's PLC	Thursday	1st	12/7/2017 - 12/7/2017	11:30 AM - 2:30 PM	7, 8, 9, 10, 11, 12
Whiddon-Rogers Education Center's PLC	Thursday	1st	11/2/2017 - 11/2/2017	11:30 AM - 2:30 PM	7, 8, 9, 10, 11, 12
Whiddon-Rogers Education Center's PLC	Thursday	1st	10/5/2017 - 10/5/2017	11:30 AM - 2:30 PM	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)						
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
7	22	27.30	50.00	27.30	90.50	59.10
8	125	43.20	38.40	23.20	92.20	56.00
9	21	71.40	19.00		100.00	23.80
10	127	73.20	48.80	6.30	87.80	56.70
11	218	69.70	36.20	0.90	86.90	45.00
12	714	60.60	19.20	0.60	88.00	23.70

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

At Whiddon-Rogers Education Center, the strategies used to improve the students academic performance are identified by the early warning system and providing intensive outreach to families through the social worker and family counselor. Data collection is also used on contacts and parental responses in order to support student's response to intervention.

Based on the students' need our school uses core Supplemental reading and language arts tools such as Achieve3000 and the Math teachers use Khan Academy

Training support and resources are provided for our staff, in order to collect data for the monitoring of RtI. Individualized behavior interventions are based on functional behavioral assessment. Documentation and evaluation are done with fidelity and are used to support student's response to intervention.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Friday	1st, 3rd	9/1/2017 - 5/18/2018	9:00 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	3.83
Teaching and Assessing for Learning	3.25
Resources and Support Systems	3.71
Using Results for Continuous Improvement	3.2

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

Administration and leadership committees continue to improve our school through collaboration and community involvement. Using quarterly Department audits the leadership team will analyze student data in order to increase our graduation and completer rate. Through this collaboration we will also be able to assess the Professional Development needed for highly effective teaching and learning.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
SIP-Self-Assessment-of-School.png		10/16/2017

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
2017-17-SAC_SAF-MEETING-dates-.pdf	November	A+ Funds	10/18/2017
Committee-Membership.htm	October	SAC ByLaws	10/17/2017
SAF-Agenda-10.11.17.docx	October	Monitored	10/16/2017
SAF-Bylaws-.docx	October	SAF ByLaws	10/16/2017
SAC-ByLaws17-18.pdf	October	SAC ByLaws	10/16/2017
SAM-Reports-Broward-2017-Whiddon-Rogers-Education-Center-(2).pdf	October	None	10/13/2017
SAF-Agenda-10.11.17.docx	October	A+ Funds	10/12/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Agenda-10.11.17.docx	October	A+ Funds	10/12/2017
9.28.17-SAC-Agenda-(Autosaved).docx	October	A+ Funds	10/12/2017
SAF-Bylaws-.docx	October	SAF ByLaws	10/12/2017
SAC-ByLaws17-18.pdf	October	SAC ByLaws	9/28/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
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?

Within our departments we conduct classroom observations and model student centered lessons with our teachers. Each quarter, department audits are conducted with the administrative staff in order to collaborate and share best practices. Student completion data is collected and shared during the audits.

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?

Reading and Language Arts uses Achieve 3000 which is aligned to the Florida standards. Our Math department uses the Khan Academy to help our students with informational text and aligns their curriculum with our Middle School Academy. The Middle school academy uses GoMath! Curriculum which engages the students into an interactive approach toward the state standards.

Our Social Studies department uses primary sources such as the constitution and the bill of rights.

AmazonInspire.com is another website we use which has interdisciplinary supplemental lessons videos and interactive projects.

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?

Reading is the content area that was selected to ensure students are achieving proficiency. For the 2016 FSA/ELA , 83 students were tested and 1.67% of those tested met mastery, scoring a 3.6 achievement level.

Proficiency was greatly noticed within the middle school subgroups. Black female students demonstrated an average mastery increase of 1.98% and black males demonstrated

a 1.74% increase.

In order to improve in this critical area we will focus on improving student achievement in Reading, Language Arts and English classes.

For the 2016 PERT assessment, 243 students were tested and 63% met their Algebra I high school graduation requirement. Of that amount 37% passed on their first attempt.

The PERT plays an integral role in assisting our students in meeting the EOC graduation requirement.

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

Our best practices are focused on FSA Reading and EOC Algebra I which is the standard test required for graduation. As an alternative center we work with the students to complete their credits Reading and Math as part of their content areas in which we can ensure students are achieving proficiency.

We will also be scaling-up our teaching efforts to improve our students PERT assessment. This formal assessment plays an integral role in assisting our students in meeting the EOC graduation requirement.

We are scaling-up our teaching practices in the Career and Technical Education (CTE) classes in order to move our students into a specific career track, complete their credits and give them an opportunity to learn skills toward Post Secondary education.

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

The BEST Practices will be Scaled-up with Differentiation of Instruction and Gradual Release within our classrooms. The Coachs will also be pulling out specific students who need additional help or guidance.

The teachers have also been trained and expected to be using Technology, smartboards, Recordex and instructional websites such as NewsELA and Amazoninspire.com.

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.

Leave Blank until the end of year

School Improvement Plan (SIP)

School Name Whispering Pines 1-12 (1752)

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
1752 Elementary PLC	Thursday	1st3rd5th	10/5/2017 - 6/1/2018	8:35 AM - 9:10 AM	K, 1, 2, 3, 4, 5
1752 High School PLC	Thursday	1st3rd5th	10/5/2017 - 6/1/2018	8:35 AM - 9:10 AM	9, 10, 11, 12
1752 Middle School PLC	Thursday	1st3rd5th	10/5/2017 - 6/1/2018	8:35 AM - 9:10 AM	6, 7, 8
1752 Off-Campus PLC	Thursday	1st3rd5th	10/5/2017 - 6/1/2018	8:35 AM - 9:10 AM	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
1752 Therapeutic PLC	Thursday	1st3rd5th	10/5/2017 - 6/1/2018	8:35 AM - 9:10 AM	K, 1, 2, 3, 4, 5, 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)						
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
KG	3				100.00	
1	5	40.00	40.00			
2	15	13.30			50.00	

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
3	9	11.10			60.00	11.10
4	10	20.00	10.00		83.30	20.00
5	26	23.10	11.50		82.40	23.10
6	32	21.90	12.50	18.80	92.90	21.90
7	39	7.70	5.10	10.30	77.80	10.30
8	54	35.20	14.80	13.00	88.00	29.60
9	35	20.00	11.40	48.60	75.00	34.30
10	51	27.50	3.90	23.50	70.80	27.50
11	24	41.70	8.30	29.20	83.30	29.20
12	48	47.90	6.30	14.60	75.00	18.80

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

To improve the academic performance of students identified by the early warning system, the Whispering Pines School staff will use intervention strategies that address behavioral, emotional, and therapeutic concerns. Attendance is also a concern at Whispering Pines and attendance will be closely monitored. Students with lower attendance will meet with therapeutic staff and incentive programming will be incorporated as a means to increase student attendance and decrease the negative impact on academic performance. Teachers, therapists and support staff will participate in year-long Professional Learning Community (PLC) groups. PLC groups will work to develop and implement improved instructional strategies and positive approaches to encourage on-task behaviors within the classroom that will also lead to improved academic performance. Staff will also utilize computer based programming and continuous assessments (i.e. i-Ready, Naviance). New teachers will be assigned a mentor to support their learning throughout the year and all new teachers will meet monthly as a group to increase collaboration and advanced learning. The behavioral and therapeutic team will also provide research-based approaches to improve students' social functioning within the educational setting.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd	9/26/2017 - 5/25/2018	9:00 AM - 1:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3
Governance and Leadership	3.5
Teaching and Assessing for Learning	3.42
Resources and Support Systems	3.29
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>To improve our overall rating, we are going to focus on improvements in the standard of Using Results for Continuous Improvement as this area showed to be the lowest scoring area within the self assessment. At Whispering Pines we strive for all professional and support staff members to be regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data. We continue to have several new staff members who will need to be trained on the use of data to drive instruction to increase academic performance. We will ensure that through the use of computer driven technology, mentoring, coaching, collaboration and PLC group participation, these teachers will understand and utilize a systematic approach to data-driven instruction.</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
Committee-Membership-Whispering-Pines.pdf	October	None	10/25/2017
Meeting-Dates-2017.docx	October	Monitored	10/25/2017
SAC-October-Meeting-Notes-2017.pdf	October	Monitored	10/19/2017
SAC-August-Meeting-Notes-2017.pdf	October	Monitored	10/19/2017
SAC-ByLaws-2017.pdf	October	SAC ByLaws	10/18/2017

File Name	Meeting Month	Document Type	Uploaded Date
ASSIST-Self-Assessment.pdf	October	None	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
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 via the usage of district adopted materials. Lesson plans are reviewed by administration for current standards and adherence to established course learning goals. Teachers use resources made available for departments on Sharepoint to support best practices and lesson plans that are aligned with the state vision. Student work samples, diagnostic evaluations and unit tests are collected to demonstrate proficiency on 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?

All students have access to the media center which has been updated with hundreds of new titles that are informational in nature and related to the content areas. Additionally, all students have wide access to laptops which are used to support current research and information. Many teachers use the Canvas platform to connect related articles/data/information to the content areas.

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

Careful analysis of Reading results (from various sources to include K-12 student populations) shows that the majority of students remain deficient in reading skills. This will continue to be the focus as the staff of WPS remains dedicated to providing therapeutic, behavioral and academic supports to improve upon key indicators (attendance, access to remediation, therapeutic support for emotional stability, etc.) for increased success.

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

We will continue to scale up BEST Practices by focusing on an authentic, dynamic and evolving PLC. The purpose of this is for teachers to work alongside one another and share information from current trainings as well as strategies that work for individual students. Individual student data will continued to be monitored, analyzed and strategically planned for during this time.

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

In order to "scale up" this best practice, teachers have access to trainings on new technologies and resources available.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
PLC groups to address instructional and behavioral strategies to support learning.	Instructional Staff (Teachers, Therapists, Support Staff)	5/15/2018	N/A	\$1,500.00

School Improvement Plan (SIP)

School Name Wingate Oaks k-12 (0991)

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
0991-K-12 Communication	Tuesday	2nd	11/14/2017 - 5/8/2018	1:15 PM - 2:15 PM	4, 5, 6, 7, 8, 9, 10, 11, 12
0991-PreK Communication	Tuesday	2nd	11/14/2017 - 5/8/2018	7:45 AM - 8:45 AM	Pre K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
3	1	100.00				
4	3	33.30				
5	4	100.00				
6	1					
7	1					
9	5					

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
10	1					
11	4	75.00				
12	20	35.00				

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

Wingate Oaks Center (WOC) is a specialized day school which provides unique and individual services for children experiencing intellectual challenges. The early warning system for our students is in place at the school sites which refer our children. WOC is where they are placed after early warning indicators, data collection, referrals and staffings occur.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 3rd	9/6/2017 - 6/6/2018	9:00 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	4
Governance and Leadership	4
Teaching and Assessing for Learning	3.67
Resources and Support Systems	3.71
Using Results for Continuous Improvement	4

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

Teaching and Assessing for Learning: A series of professional learning opportunities are scheduled, which focus on instructional strategies for pre-k and InD teachers and connecting strategies to the pre-k and FSAA standards. Additionally, opportunities for training on implementation and interpretation of assessment/progress monitoring tools will be offered.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Wingate-Oaks-SA.pdf		10/30/2017

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Wingate-Oaks-SAC-meeting-dates.docx	October	Developed	10/20/2017
10-11-2017-SAF-Attendance.pdf	October	A+ Funds	10/20/2017
10-11-2017-SAC-Attendance.pdf	October	Monitored	10/20/2017
2017-18-SAF-Bylaws.pdf	October	SAF ByLaws	10/20/2017
2017-18-SAC-Bylaws.pdf	October	SAC ByLaws	10/20/2017
Committee-Membership-Wingate-Oaks.pdf	October	None	10/20/2017
SAC-Sign-In-10.11.2017.pdf	October	Monitored	10/18/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
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?

K-12 teachers follow a curriculum map that links Access Points for ESE students to State 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 District's approved Pre-K curriculum links instruction to State Pre-K Standards.

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

English Language Arts (Communication)

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?

Instructional staff will focus on communication skills throughout the day, including during other content areas, as they occur naturally during social skills, and in all school environments.

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

For Pre-K, communication skills will be extended beyond the classroom environment, including on the playground and during assemblies and school events. For K-12, communication skills will be extended beyond the school environment, including in the community on Community Based Instructional trips.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Instructional staff will focus on communication skills throughout the day, including during other content areas, as they occur naturally during social skills, and in all school environments.	K-12 Teachers, Support Staff, and Administration	5/8/2018	Our PLC is focused on communication	\$150 for K-12 student communication development
Instructional staff will focus on communication skills throughout the day, including during other content areas, as they occur naturally during social skills, and in all school environments.	Pre-K Teachers, Support Staff, and Administration	5/8/2018	Our PLC is focused on communication	\$150 for Pre-K student communication development