

School Improvement Plan (SIP)

School Name Apollo MS (1791)

School Year 2018 - 2019

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	Thursday	1st3rd	8/15/2018 - 5/2/2019	8:35 AM - 9:25 PM	6, 7, 8
Social Studies	Thursday	1st3rd	8/20/2018 - 5/2/2019	8:35 AM - 9:25 AM	6, 7, 8
Math and Math Honors	Thursday	1st3rd5th	8/31/2018 - 5/1/2019	8:35 AM - 9:15 AM	6, 7, 8
Literacy 6-8	Thursday	1st3rd	8/11/2018 - 5/1/2019	8:35 AM - 9:15 AM	6, 7, 8
1791 Science	Thursday	1st3rd	8/20/2018 - 5/13/2018	8:35 AM - 9:25 AM	6, 7, 8
1791 Reading	Thursday	1st3rd5th	8/20/2018 - 5/13/2018	8:35 AM - 9:25 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
06	450	10.40	15.10	6.90	26.40	13.60
07	457	12.50	17.30	9.80	30.00	17.90
08	423	13.00	11.60	4.50	25.30	10.20

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

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

The SEL (Social and Emotional Learning) program will continue to be fully embedded into interdisciplinary studies throughout students' curriculum for each grade level. This curriculum is supported by a SEL Team that provides professional development, monitors, evaluates, and improves SEL instruction in the classroom with online enrichment programs, LEEO curriculum, Social awareness workshops for students, Suite 360 and Step Up enrichment materials, Peer Counseling, Health and Wellness center (within the school) and parental involvement events.

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

Young Men (DIYM), Ladies of Style and Elegance (LSE), Rites of Passage and Real Talk mentoring program. The DIYM program focuses on 8th grade boys to improve social, behavioral, and academic progress. Students in the program have computer access and an hour of tutoring each meeting. The program provides students with guest speakers and field trips to local colleges. The Ladies of Style and Elegance was developed to mentor 8th grade girls. In addition, to mentoring the program does community service and fundraising activities to keep the girls focused on social and academic success. The program monitors the grades and behavior of all their students. The young men of DIYM and the ladies of LSE serve as student ambassadors for school events held on campus. The Rites of Passages Program provides mentoring and tutoring for male students. The program meets four days a week after school. During that time the young men learn different techniques to utilize to help them be successful in school and life. The "Real Talk" Mentoring Ministry Program offered at Apollo Middle School for young men from ages 11-15. In the program, students are matched with an adult volunteer mentor who will meet at the school. The volunteers will act as mentors, counselors, advocates and educators on subjects specific to your child's needs and interests as well as act as an adult role model and source of friendship and encouragement.

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

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

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 3rd	8/15/2018 - 6/5/2019	8:35 AM - 9:35 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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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

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Goals

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

The BEST practices identified will be utilized on a daily basis in all of the conren area courses. Our school has unified scale and rubric board configuration system stemming from the school-wide STEM, ELA and Reading curriculum that will be covered in ALL classes. This will provide a seamless transition from class to class and increase interdisciplinary achievement across the board in all grade levels. To increase success for teachers and students Apollo will focus on specific components of content based on STANDARDS and BENCHMARKS. Teachers will use formative assessments daily, weekly, monthly or in accordance to instructional CARE Cycle to direct and guide instruction as well as gather evidence of learning and application. To improve engagment and motivation, teachers will integrate Enrichment, Project Based Learning modules, Incentives and Social Emotional Learning frameworks. The goal is to challenge students to embrace new concepts, build upon kknolwedge and develop the whole person throught rich experiences that include electives based learning and crossed teamed courses.

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

BEST Practices:

SEL - Implementation on online enrichment and text based instructional tools

Saturday Academy- including Writing, Civics, and Math Boot Camps

Workships in Fall and Spring, Year-long tutoring

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

BEST Practices: implementation of severarl monitoring systems that records school-wide student growth and achievement.

PLCs - dedicated to the implementation and instructional planning of SEL, Math, Reading, Social Studies, Language Arts and IC3 courses

SEL - Implementation on online enrichment and text based instructional tools -

Saturday Academy- including Writing, Civics, and Math Boot Camps - More ELO opportunities if possilble

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

School Level Progress Monitoring data collected based on discipline:

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Science - Science Fusion (formative assessments sectioned off based on curriculum map)

Social Studies (continuous formative quizzes (DBQ's) and units of study)

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

Through close monitoring and RtI (intervention) systems in place for all students, not just those that are labeled as level 1 or "intensive".

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

The best practices identified will be utilized on a daily basis in all of the core content areas courses. Our school's universal designs for learning includes unified board configuration, rubric and scales systems stemming from a school-wide literacy plan that will be applied in all classes. This will provide a more seamless transition between subjects and increase success for teachers and students. This also improves our ability to identify learning gaps in students and respond to these gaps with certain strategies. 1) Assess specific components of content based on STANDARDS and BENCHMARKS as opposed to just content. 2) Teachers will use formative assessments daily, weekly or monthly in order to direct and guide instruction as well as gather evidence of learning and application.

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

Teachers will use formative assessment daily, weekly or monthly in order to direct and guide instruction. Also teachers will evaluate student work using peer and crossed protocols such as EQUIP to identify instructional and learning gaps.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

Utilizing formative assessments.

Promoting student engagement with incentives.

Using scales and rubrics school-wide.

Clearly articulated expectations, goals, learning outcomes, and course requirements to increase student motivation and improve learning.

Meaningful and timely feedback to students to improve learning gains in core subject areas.

Differentiating instruction to meet individual student needs by scaffolding and accommodating IEPs, RtI, ESOL, etc.

Specific to Instructional Practices include: Workshops, Professional Development

Specific to Learning Practices include Centers, Pull Outs & Push Ins, Incentive programs, enrichment tools.

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

SEL Competencies support Tier 2 strategies support student learning that are more long-term. For example, strategies such as proper study skills, memory and test taking skills, effective problem-solving and good organization can increase achievement for all students to support students who struggle in different areas of development. SEL competencies stress social-awareness and self-management, which are directly related to Tier 2 interventions that favor collaborative learning styles, and positive engagement in small group instruction. These strategies coincide with fully engage students with frequent group work and active learning models.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

SEL competencies are taught explicitly in all Personalization and Social and Emotional Learning classes, All Unified Arts Electives, All STEM and LEEO Courses, and all Health Electives integrate deliberate SEL instruction. All teachers in these classes have been developed to purposely reach our students through SEL instruction and conscious discipline strategies using several supplemental enrichment programs including Second Step, 7 Effective Habits of a Teenager, Mind of a Teenager, and Suite 360.

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

To address the needs of all of our students, also meant that the parents and students needed to be aware of the vision and clear on the expectations of the new plan. The committee understood that parental involvement is critical to the success of our students. Parents are the most significant influences on children before they enter a classroom. As a result, we started our work by connecting the adults that directly impact the students, the parents, and the teachers. Platforms such as Title I family nights, behavior assemblies that featured teachers as speakers, morning announcements and shaping the change with the use of a common language amongst all school personnel, students, and parents contribute to the positive changes at Apollo. Periodically, parents are invited by school mentors, teachers, and counselors to join them in the teaching and learning of positive behavior and social emotional strategies to develop relationships and manage behaviors at home. More importantly, these events serve as opportunities for parents, teachers, students, and mentors to develop rich relationships amongst one another. The relationships demonstrate everyone's

commitment to ensuring students develop and grow from year to year. By the end of the 2018-2019 school year, these strategies helped to increase parent participation in mentoring and student support services events by 18%.

Another goal is to decrease behavior referrals for suggestions on how to help improve relationships with students. Students registered in a mentoring program participate in lessons on how to reduce socially deficient behaviors. These students are also given an opportunity to attend field trips, earn intrinsic incentives, use of our PASL Classes, and participate in an academic monitoring program that tracks academic achievement and gaps on a regular basis. One main goal of these mentoring programs is to help students maintain healthy social and relational skills.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
SEL & Differentiated Instruction	Ayanna Whitworth-Barner	5/2/2019	Conscious Discipline	\$1,800.00

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Social Studies	Thursday	1st3rd	8/20/2018 - 5/2/2019	8:35 AM - 9:25 AM	6, 7, 8
Math and Math Honors	Thursday	1st3rd5th	8/31/2018 - 5/1/2019	8:35 AM - 9:15 AM	6, 7, 8
Literacy 6-8	Thursday	1st3rd	8/11/2018 - 5/1/2019	8:35 AM - 9:15 AM	6, 7, 8
1791 Science	Thursday	1st3rd	8/20/2018 - 5/13/2018	8:35 AM - 9:25 AM	6, 7, 8
1791 Reading	Thursday	1st3rd5th	8/20/2018 - 5/13/2018	8:35 AM - 9:25 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
06	450	10.40	15.10	6.90	26.40	13.60
07	457	12.50	17.30	9.80	30.00	17.90
08	423	13.00	11.60	4.50	25.30	10.20

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

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

The SEL (Social and Emotional Learning) program will continue to be fully embedded into interdisciplinary studies throughout students' curriculum for each grade level. This curriculum is supported by a SEL Team that provides professional development, monitors, evaluates, and improves SEL instruction in the classroom with online enrichment programs, LEEO curriculum, Social awareness workshops for students, Suite 360 and Step Up enrichment materials, Peer Counseling, Health and Wellness center (within the school) and parental involvement events.

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

Young Men (DIYM), Ladies of Style and Elegance (LSE), Rites of Passage and Real Talk mentoring program. The DIYM program focuses on 8th grade boys to improve social, behavioral, and academic progress. Students in the program have computer access and an hour of tutoring each meeting. The program provides students with guest speakers and field trips to local colleges. The Ladies of Style and Elegance was developed to mentor 8th grade girls. In addition, to mentoring the program does community service and fundraising activities to keep the girls focused on social and academic success. The program monitors the grades and behavior of all their students. The young men of DIYM and the ladies of LSE serve as student ambassadors for school events held on campus. The Rites of Passages Program provides mentoring and tutoring for male students. The program meets four days a week after school. During that time the young men learn different techniques to utilize to help them be successful in school and life. The "Real Talk" Mentoring Ministry Program offered at Apollo Middle School for young men from ages 11-15. In the program, students are matched with an adult volunteer mentor who will meet at the school. The volunteers will act as mentors, counselors, advocates and educators on subjects specific to your child's needs and interests as well as act as an adult role model and source of friendship and encouragement.

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

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

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 3rd	8/15/2018 - 6/5/2019	8:35 AM - 9:35 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</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
SAF-Agenda-08-29-18.docx	August	None	11/2/2018
10-03-18-SAC-sign-in-scanned-pg-2.pdf	October	Developed	11/2/2018

File Name	Meeting Month	Document Type	Uploaded Date
10-03-18-SAC-sign-in-scanned.pdf	October	Developed	11/2/2018
9-12-18-SAC-sign-in-scanned.pdf	September	Developed	11/2/2018
SAC-minutes-10032018-(1).docx	October	Developed	11/2/2018
SAC-minutes-09122018-(1).docx	September	Developed	11/2/2018
SAC-minutes-08292018-(2).docx	August	Developed	11/2/2018
8-29-18-Sign-in-scanned.pdf	August	Developed	11/2/2018
SAC-Agenda-10-03-18.docx	October	Developed	11/2/2018
SAC-Agenda-9-12-18.docx	September	Developed	11/2/2018
SAC-Agenda-8-29-18.docx	August	None	11/2/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	510	23 of 69	5	67	134

Goals

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

The BEST practices identified will be utilized on a daily basis in all of the conren area courses. Our school has unified scale and rubric board configuration system stemming from the school-wide STEM, ELA and Reading curriculum that will be covered in ALL classes. This will provide a seamless transition from class to class and increase interdisciplinary achievement across the board in all grade levels. To increase success for teachers and students Apollo will focus on specific components of content based on STANDARDS and BENCHMARKS. Teachers will use formative assessments daily, weekly, monthly or in accordance to instructional CARE Cycle to direct and guide instruction as well as gather evidence of learning and application. To improve engagment and motivation, teachers will integrate Enrichment, Project Based Learning modules, Incentives and Social Emotional Learning frameworks. The goal is to challenge students to embrace new concepts, build upon kknolwedge and develop the whole person throught rich experiences that include electives based learning and crossed teamed courses.

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

BEST Practices:

SEL - Implementation on online enrichment and text based instructional tools

Saturday Academy- including Writing, Civics, and Math Boot Camps

Workships in Fall and Spring, Year-long tutoring

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

BEST Practices: implementation of sevealr monitoring systems that records school-wide student growth and achievement.

PLCs - dedicated to the implementation and instructional planning of SEL, Math, Reading, Social Studies, Language Arts and IC3 courses

SEL - Implementation on online enrichment and text based instructional tools -

Saturday Academy- including Writing, Civics, and Math Boot Camps - More ELO opportunities if possilble

Workships in Fall and Spring, Year-long tutoring

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

School Level Progress Monitoring data collected based on discipline:

ELA - Achieve 3000 (Diagnostic, Mid-term, Final & Formative quizzes completed bi-weekly, USA Test Prep (by monthly), Monthly Essay prompts - District and Text-Based (Collections)

Math - iReady, Go Math (Sectioned based on units of study)

Science - Science Fusion (formative assessments sectioned off based on curriculum map)

Social Studies (continuous formative quizzes (DBQ's) and units of study)

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

Through close monitoring and RtI (intervention) systems in place for all students, not just those that are labeled as level 1 or "intensive".

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

The best practices identified will be utilized on a daily basis in all of the core content areas courses. Our school's universal designs for learning includes unified board configuration, rubric and scales systems stemming from a school-wide literacy plan that will be applied in all classes. This will provide a more seamless transition between subjects and increase success for teachers and students. This also improves our ability to identify learning gaps in students and respond to these gaps with certain strategies. 1) Assess specific components of content based on STANDARDS and BENCHMARKS as opposed to just content. 2) Teachers will use formative assessments daily, weekly or monthly in order to direct and guide instruction as well as gather evidence of learning and application.

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

Teachers will use formative assessment daily, weekly or monthly in order to direct and guide instruction. Also teachers will evaluate student work using peer and crossed protocols such as EQUIP to identify instructional and learning gaps.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

Utilizing formative assessments.

Promoting student engagement with incentives.

Using scales and rubrics school-wide.

Clearly articulated expectations, goals, learning outcomes, and course requirements to increase student motivation and improve learning.

Meaningful and timely feedback to students to improve learning gains in core subject areas.

Differentiating instruction to meet individual student needs by scaffolding and accommodating IEPs, RtI, ESOL, etc.

Specific to Instructional Practices include: Workshops, Professional Development

Specific to Learning Practices include Centers, Pull Outs & Push Ins, Incentive programs, enrichment tools.

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

SEL Competencies support Tier 2 strategies support student learning that are more long-term. For example, strategies such as proper study skills, memory and test taking skills, effective problem-solving and good organization can increase achievement for all students to support students who struggle in different areas of development. SEL competencies stress social-awareness and self-management, which are directly related to Tier 2 interventions that favor collaborative learning styles, and positive engagement in small group instruction. These strategies coincide with fully engage students with frequent group work and active learning models.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

SEL competencies are taught explicitly in all Personalization and Social and Emotional Learning classes, All Unified Arts Electives, All STEM and LEEO Courses, and all Health Electives integrate deliberate SEL instruction. All teachers in these classes have been developed to purposely reach our students through SEL instruction and conscious discipline strategies using several supplemental enrichment programs including Second Step, 7 Effective Habits of a Teenager, Mind of a Teenager, and Suite 360.

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

To address the needs of all of our students, also meant that the parents and students needed to be aware of the vision and clear on the expectations of the new plan. The committee understood that parental involvement is critical to the success of our students. Parents are the most significant influences on children before they enter a classroom. As a result, we started our work by connecting the adults that directly impact the students, the parents, and the teachers. Platforms such as Title I family nights, behavior assemblies that featured teachers as speakers, morning announcements and shaping the change with the use of a common language amongst all school personnel, students, and parents contribute to the positive changes at Apollo. Periodically, parents are invited by school mentors, teachers, and counselors to join them in the teaching and learning of positive behavior and social emotional strategies to develop relationships and manage behaviors at home. More importantly, these events serve as opportunities for parents, teachers, students, and mentors to develop rich relationships amongst one another. The relationships demonstrate everyone's

commitment to ensuring students develop and grow from year to year. By the end of the 2018-2019 school year, these strategies helped to increase parent participation in mentoring and student support services events by 18%.

Another goal is to decrease behavior referrals for suggestions on how to help improve relationships with students. Students registered in a mentoring program participate in lessons on how to reduce socially deficient behaviors. These students are also given an opportunity to attend field trips, earn intrinsic incentives, use of our PASL Classes, and participate in an academic monitoring program that tracks academic achievement and gaps on a regular basis. One main goal of these mentoring programs is to help students maintain healthy social and relational skills.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
SEL & Differentiated Instruction	Ayanna Whitworth-Barner	5/2/2019	Conscious Discipline	\$1,800.00

School Improvement Plan (SIP)

School Name Attucks MS (0343)

School Year 2018 - 2019

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
Grade-Level PLC's	Thursday	1st3rd	8/16/2018 - 5/30/2019	8:00 AM - 8:45 AM	6, 7, 8
Subject Area PLC's	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	8:00 AM - 8:45 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
06	264	12.10	16.30	3.40	34.10	15.20
07	273	17.20	22.30	9.90	36.60	23.40
08	221	19.00	22.60	0.90	36.20	23.10

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

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

The SEL (Social and Emotional Learning) program will continue to be fully embeded into interdisciplinary studies throughout students' curriculum for each grade level. This curriculum is supported by a SEL Team that provides professional development, monitors, evaluates, and improves SEL instruction in the classroom with online enrichment programs, LEE0 curriculum, Social awareness workshops for students, Suite 360 and Step Up enrichment materials, Peer Counseling, Health and Wellness center (within the school) and parental involvement events.

The primary mentoring and tutoring programs available to these students are First Priority, Developing Intelligent Young Men (DIYM), Ladies of Style and Elegance (LSE), Rites of Passage and Real Talk mentoring program. The DIYM program focuses on 8th grade boys to improve social, behavioral, and academic progress. Students in the program have computer access and an hour of tutoring each meeting. The program provides students with guest speakers and field trips to local colleges. The Ladies of Style and Elegance was developed to mentor 8th grade girls. In addition, to mentoring the program does community service and fundraising activities to keep the girls focused on social and academic success. The program monitors the grades and behavior of all their students. The young men of DIYM and the ladies of LSE serve as student ambassadors for school events held on campus. The Rites of Passages Program provides mentoring and tutoring for male students. The program meets four days a week after school. During that time the young men learn different techniques to utilize to help them be successful in school and life. The *“Real Talk” Mentoring Ministry Program* offered at Apollo Middle School for young men from ages 11-15. In the program, students are matched with an adult volunteer mentor who will meet at the school. The volunteers will act as mentors, counselors, advocates and educators on subjects specific to your child’s needs and interests as well as act as an adult role model and source of friendship and encouragement.

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RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	9/25/2018 - 4/17/2019	9:30 AM - 12:30 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	
Governance and Leadership	
Teaching and Assessing for Learning	

Resources and Support Systems	
Using Results for Continuous Improvement	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</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
0343_SAC_SCHEDULE_2018_2019.docx	October	None	10/15/2018
0343_SAC_MINUTES_09_25_2018.docx	October	Monitored	10/15/2018
0343_SAC_AGENDA_09_25_2018.docx	October	Monitored	10/15/2018
0343_SAC_AGENDA_08_21_2018.docx	October	None	10/15/2018
SAF-Bylaw-Attucks-2018_2019.docx	October	SAF ByLaws	10/15/2018
-2018_2019-SAC-Bylaws.pdf	October	SAC ByLaws	10/15/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	429	53 of 69	5	108	215

Goals

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

As evidenced in the SES Data we are still performing below State levels of proficiency in Mathematics, Reading, and Science which is why these three areas will be our focus for improving student achievement. Currently, we have a passing rate of 46% in Reading, 45% in Math, and 32% in Science. Our goals, are to move up 5% in each of these categories by the end of the 2018-2019 school year, as demonstrated by FSA results.

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

1. Data-guided instruction through PLC's and a school-wide data monitoring template
2. School-Wide Professional Development in Active Learning strategies such as stations and centers, blended learning, and project-based learning.
3. Remediation and enrichment activities through Global Perspectives, and academic labs in Math and Science.

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

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

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

1. In Math, teachers use a combination of iReady data, as well as District-created common formative assessments to monitor progress monthly.
2. In Reading and Language Arts, teachers are using a combination of assessment tools, including FAIR, Achieve3000, Common Formative Assessments from Collections as well as common writing assessments to monitor progress on a quarterly basis.
3. In Science, teachers are using District Canvas common formative assessments, as well as Key Scopes common summative assessment at the end of each quarter to determine students' progress and mastery levels on a quarterly basis as well as an end of year exam at the end of 6th and 7th grade.

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

The following strategies are used to support students who are not making adequate progress towards reaching the school and district goals:

- Enrollment in our academic electives such as Math and Science Labs, Reading, and Learning Strategies.
- Afterschool extended-day, and Saturday opportunities through our 21st Century Grant program, SOAR
- Behavior Support Program Specialist work one-on-one with targeted students
- Support facilitators work with individual and small-groups through the push in and pull out strategies.
- Weekly collaborative middle school meetings with zone middle schools.
- CPS Teams collaborate to create success plans for at-risk students.

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

- Through the District PBL initiatives and active learning, our teachers are creating lesson plans with differentiated outcomes and products based on the individual needs of students.
- Teachers are implementing centers and small-group learning to meaningfully differentiate the delivery of content to students based on individual needs.
- ELL and ESL students receive accommodations based on their current levels of proficiency and IEP's.

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

- Administrative observations using the Focused Teacher Model by Marzano
- Peer observations for continuing improvement
- Data tracking of CFA results
- Quarterly lesson plans evaluations

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

6th Grade

- English: Collections & Supplemental Novel Units, vocabulary.com
- Reading: Inside and Archive 3000, as well as newsela.com
- Math: Go Math
- Science: Stem Scopes
- Social Studies: World History: Ancient Civilizations
- Intervention and remediation through Newsela.com, achievethecore.com, and iReady.

7th Grade

- English: Collections & Supplemental Novel Units, vocabulary.com
- Reading: Inside and Archive 3000, as well as newsela.com
- Math: Go Math
- Science: Stem Scopes
- Social Studies: Civics via Clever and Canvas
- Intervention and remediation through Newsela.com, achievethecore.com, and iReady.

8th Grade

- English: Collections & Supplemental Novel Units, vocabulary.com
- Reading: Inside and Archive 3000, as well as newsela.com
- Math: Go Math
- Science: Stem Scopes
- Social Studies: History Alive, The US Through Industrialism
- Intervention and remediation through Newsela.com, achievethecore.com, and iReady.

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

Stage 1: Professional Development (SEL Corner) Teachers are introduced to social-emotional learning and the notion of conscious discipline. After teachers are introduced to SEL and its purpose all teachers are expected to complete an online brainshark administered by the school district. Teachers are then introduced to

one SEL strategy each faculty meeting and invited to observe SEL Teacher Ambassadors in their classrooms. The SEL Liaison facilitates the mini-trainings.

Stage 2: Greetings Teachers and students are asked to participate in greetings week. The objective to the task is to allow teachers and students to get comfortable in greeting one another. The expectations of greetings week is to continue throughout the remaining of the school year. The SEL team reevaluates its progress.

Stage 3: Universal Signals Teachers and administrators are asked to implement SEL universal signals to obtain students' attention, which is referred to as the hand of silence. Teachers are also asked to participate in a universal hand signal for student restroom breaks. Both universal signals should be visible in the classroom, cafeteria, auditorium, gymnasium and off campus fieldtrips.

Stage 4: Brain States Teachers are taught the three brain states indicated by conscious discipline. The brain states are practiced and discussed in scheduled professional developments to be implemented school-wide by students, teachers, and administrators.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

Collaborative for Academic Social and Emotional Learning:

Attucks Middle School SEL Five Competencies

Self-awareness: *Ability to identify ultimately one's feeling, thoughts, and behaviors*

Teachers and students are taught the Brain States through conscious discipline.

Self-reflection: *Ability to regulate effectively one's feelings, thoughts, and behaviors in different situations*

Through guidance counseling and mentorship programs, goal setting, progress monitoring, safe places in classrooms, and peer counseling courses, students are taught the skills needed to regulate their feelings and behaviors.

Social-awareness: *Ability to take other's perspective and empathize with others while respecting different backgrounds. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and support.*

Social-awareness is taught through the use of using of morning announcements using the broadcast media course, greetings, and universal signals to communicate with teachers/staff. The use of the Second Step program is used to reinforce positive communication and provide social opportunities such as dances, clubs, and other school activities are available to students.

Relationship skills: *Ability to set and maintain healthy and valuable relationships*

Through guidance counseling and mentorship programs, goal setting, progress monitoring, safe places in classrooms, and peer counseling students, relationships, values, and health are discussed.

Responsible decision making: *Ability to make constructive and respective choices in terms of personal behavior and social interactions.*

Student/Teacher conferences and parental contact. Pinnacle, to monitor academic performance. Encourage students to analyze their Brain States to create a realistic evaluation of their behavior and consequences. Implement PBIS tools.

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

Our universal signs and signals, greetings, and PBIS unify us as a school and community. SEL Ambassadors provide support to teachers and staff to encourage SEL best practices. Faculty meetings to train and communicate segments of Conscious Discipline. Implementing PBL in core classes to align SEL standards.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
1. Data-guided instruction through PLC's and a school-wide data monitoring template	Subject-Area Department Chairs, Literacy Coach	6/4/2019	Data analysis, blended learning, LMS system	\$5,000.00

School Improvement Plan (SIP)

School Name Attucks MS (0343)

School Year 2018 - 2019

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
Grade-Level PLC's	Thursday	1st3rd	8/16/2018 - 5/30/2019	8:00 AM - 8:45 AM	6, 7, 8
Subject Area PLC's	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	8:00 AM - 8:45 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
06	264	12.10	16.30	3.40	34.10	15.20
07	273	17.20	22.30	9.90	36.60	23.40
08	221	19.00	22.60	0.90	36.20	23.10

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

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

The SEL (Social and Emotional Learning) program will continue to be fully embeded into interdisciplinary studies throughout students' curriculum for each grade level. This curriculum is supported by a SEL Team that provides professional development, monitors, evaluates, and improves SEL instruction in the classroom with online enrichment programs, LEE0 curriculum, Social awareness workshops for students, Suite 360 and Step Up enrichment materials, Peer Counseling, Health and Wellness center (within the school) and parental involvement events.

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Wednesday	2nd, 4th	9/25/2018 - 4/17/2019	9:30 AM - 12:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

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

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0343_SAC_MINUTES_09_25_2018.docx	October	Monitored	10/15/2018
0343_SAC_AGENDA_09_25_2018.docx	October	Monitored	10/15/2018
0343_SAC_AGENDA_08_21_2018.docx	October	None	10/15/2018
SAF-Bylaw-Attucks-2018_2019.docx	October	SAF ByLaws	10/15/2018
-2018_2019-SAC-Bylaws.pdf	October	SAC ByLaws	10/15/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	429	53 of 69	5	108	215

Goals

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

As evidenced in the SES Data we are still performing below State levels of proficiency in Mathematics, Reading, and Science which is why these three areas will be our focus for improving student achievement. Currently, we have a passing rate of 46% in Reading, 45% in Math, and 32% in Science. Our goals, are to move up 5% in each of these categories by the end of the 2018-2019 school year, as demonstrated by FSA results.

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

1. Data-guided instruction through PLC's and a school-wide data monitoring template
2. School-Wide Professional Development in Active Learning strategies such as stations and centers, blended learning, and project-based learning.
3. Remediation and enrichment activities through Global Perspectives, and academic labs in Math and Science.

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

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

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

1. In Math, teachers use a combination of iReady data, as well as District-created common formative assessments to monitor progress monthly.
2. In Reading and Language Arts, teachers are using a combination of assessment tools, including FAIR, Achieve3000, Common Formative Assessments from Collections as well as common writing assessments to monitor progress on a quarterly basis.
3. In Science, teachers are using District Canvas common formative assessments, as well as Key Scopes common summative assessment at the end of each quarter to determine students' progress and mastery levels on a quarterly basis as well as an end of year exam at the end of 6th and 7th grade.

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

The following strategies are used to support students who are not making adequate progress towards reaching the school and district goals:

- Enrollment in our academic electives such as Math and Science Labs, Reading, and Learning Strategies.
- Afterschool extended-day, and Saturday opportunities through our 21st Century Grant program, SOAR
- Behavior Support Program Specialist work one-on-one with targeted students
- Support facilitators work with individual and small-groups through the push in and pull out strategies.
- Weekly collaborative middle school meetings with zone middle schools.
- CPS Teams collaborate to create success plans for at-risk students.

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

- Through the District PBL initiatives and active learning, our teachers are creating lesson plans with differentiated outcomes and products based on the individual needs of students.
- Teachers are implementing centers and small-group learning to meaningfully differentiate the delivery of content to students based on individual needs.
- ELL and ESL students receive accommodations based on their current levels of proficiency and IEP's.

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

- Administrative observations using the Focused Teacher Model by Marzano
- Peer observations for continuing improvement
- Data tracking of CFA results
- Quarterly lesson plans evaluations

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

6th Grade

- English: Collections & Supplemental Novel Units, vocabulary.com
- Reading: Inside and Archive 3000, as well as newsela.com
- Math: Go Math
- Science: Stem Scopes
- Social Studies: World History: Ancient Civilizations
- Intervention and remediation through Newsela.com, achievethecore.com, and iReady.

7th Grade

- English: Collections & Supplemental Novel Units, vocabulary.com
- Reading: Inside and Archive 3000, as well as newsela.com
- Math: Go Math
- Science: Stem Scopes
- Social Studies: Civics via Clever and Canvas
- Intervention and remediation through Newsela.com, achievethecore.com, and iReady.

8th Grade

- English: Collections & Supplemental Novel Units, vocabulary.com
- Reading: Inside and Archive 3000, as well as newsela.com
- Math: Go Math
- Science: Stem Scopes
- Social Studies: History Alive, The US Through Industrialism
- Intervention and remediation through Newsela.com, achievethecore.com, and iReady.

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

Stage 1: Professional Development (SEL Corner) Teachers are introduced to social-emotional learning and the notion of conscious discipline. After teachers are introduced to SEL and its purpose all teachers are expected to complete an online brainshark administered by the school district. Teachers are then introduced to

one SEL strategy each faculty meeting and invited to observe SEL Teacher Ambassadors in their classrooms. The SEL Liaison facilitates the mini-trainings.

Stage 2: Greetings Teachers and students are asked to participate in greetings week. The objective to the task is to allow teachers and students to get comfortable in greeting one another. The expectations of greetings week is to continue throughout the remaining of the school year. The SEL team reevaluates its progress.

Stage 3: Universal Signals Teachers and administrators are asked to implement SEL universal signals to obtain students' attention, which is referred to as the hand of silence. Teachers are also asked to participate in a universal hand signal for student restroom breaks. Both universal signals should be visible in the classroom, cafeteria, auditorium, gymnasium and off campus fieldtrips.

Stage 4: Brain States Teachers are taught the three brain states indicated by conscious discipline. The brain states are practiced and discussed in scheduled professional developments to be implemented school-wide by students, teachers, and administrators.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

Collaborative for Academic Social and Emotional Learning:

Attucks Middle School SEL Five Competencies

Self-awareness: *Ability to identify ultimately one's feeling, thoughts, and behaviors*

Teachers and students are taught the Brain States through conscious discipline.

Self-reflection: *Ability to regulate effectively one's feelings, thoughts, and behaviors in different situations*

Through guidance counseling and mentorship programs, goal setting, progress monitoring, safe places in classrooms, and peer counseling courses, students are taught the skills needed to regulate their feelings and behaviors.

Social-awareness: *Ability to take other's perspective and empathize with others while respecting different backgrounds. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and support.*

Social-awareness is taught through the use of using of morning announcements using the broadcast media course, greetings, and universal signals to communicate with teachers/staff. The use of the Second Step program is used to reinforce positive communication and provide social opportunities such as dances, clubs, and other school activities are available to students.

Relationship skills: *Ability to set and maintain healthy and valuable relationships*

Through guidance counseling and mentorship programs, goal setting, progress monitoring, safe places in classrooms, and peer counseling students, relationships, values, and health are discussed.

Responsible decision making: *Ability to make constructive and respective choices in terms of personal behavior and social interactions.*

Student/Teacher conferences and parental contact. Pinnacle, to monitor academic performance. Encourage students to analyze their Brain States to create a realistic evaluation of their behavior and consequences. Implement PBIS tools.

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

Our universal signs and signals, greetings, and PBIS unify us as a school and community. SEL Ambassadors provide support to teachers and staff to encourage SEL best practices. Faculty meetings to train and communicate segments of Conscious Discipline. Implementing PBL in core classes to align SEL standards.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
1. Data-guided instruction through PLC's and a school-wide data monitoring template	Subject-Area Department Chairs, Literacy Coach	6/4/2019	Data analysis, blended learning, LMS system	\$5,000.00

School Improvement Plan (SIP)

School Name Bair MS (2611)

School Year 2018 - 2019

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.

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BEST PRACTICE #2

An Embedded High Quality RtI Process

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File Name	Meeting Month	Document Type	Uploaded Date
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School Improvement Plan (SIP)

School Name Bair MS (2611)

School Year 2018 - 2019

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School Improvement Plan (SIP)

School Name Coral Springs MS (2561)

School Year 2018 - 2019

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BEST PRACTICE #2

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

Students who score a Level 1 or 2 on their Florida Standards Assessment in English Language Arts are scheduled in to an Intensive Reading course. Within the Intensive Reading courses, teachers utilize FAIR data and individual reading assessments (such as a fluency probe and the San Diego Quick word assessment) in order to gauge the amount of phonetic instruction the student(s) may or may not need. Reading teachers incorporate multisyllabic word attack skills to increase fluency, vocabulary instruction, and comprehension strategies for all students. In addition to FAIR data, reading teachers administer Common Formative Assessments that are based standards from the reporting categories, Key Ideas & Details, Craft & Structure, Integration of Knowledge and Ideas, as well as Language. Reading teachers utilize these grade level CFAs to determine next instructional steps for their students.

Academic interventions we make available are: Extra Help sessions on Wednesday mornings, available to all students in any subject; after school camp sessions focused on standards-based instruction in Reading, Math, Science, and Civics; Course recovery modules available through Canvas; ESE Resource room with Support Specialist available for assistance; ELL Resource room with a Spanish-speaking teacher assistant available for assistance.

In addition to teachers utilizing RtI referrals and documenting strategies utilized/attempted, time for teachers to meet and discuss students who are identified with Early Warning Indicators is built in to our before school professional time. Teachers have the opportunity to meet with other teachers who share these students, administration, and Guidance Counselors in order to provide academic and social support.

RtI Team Meeting Schedule

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

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	9/18/2018 - 5/21/2019	10:00 AM - 11:30 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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SAC-sept-2018-sign-in.pdf	October	A+ Funds	10/18/2018
CSMS-SAC-ByLaws-18-19.pdf	October	SAC ByLaws	10/18/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
5	538	27 of 56	5	85	170

Goals

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

Based on school trend data our areas of focus will be the Lowest 25%, Learning Gains for ELA, and Acceleration (high school courses) achievement. These areas were chosen for the following reasons:

- 1) The Lowest 25% are the most fragile students in our school and although we saw improvement with this subgroup, we must continue to support them and continue the initiatives that fostered growth.
- 2) Learning Gains in English Language Arts was chosen because overall there was no growth here, in fact it decreased by one percent.
- 3) Middle School Acceleration also saw a decrease (of 6%) and these high school courses will be an area of focus as well.

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

The following BEST Practices will be implemented to improve teaching and learning in respect to the following goals:

- 1) Lowest 25% - BEST Practice #3 Optimal Internal/External Relationships
- 2) ELA Learning Gains - BEST Practice #1 A Focused and Authentic PLC
- 3) Middle School Acceleration - BEST Practice #1 and BEST Practice #3

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

- 1) Our Lowest 25% has seen increases in achievement over the last three years (41, 43, 49%) due to initiatives put in place to support this group. Our PASS (Providing Academic and Social Support) meetings where we discuss students and strategies with admin, guidance, and the teachers have been valuable in learning ways to engage and assist specific students. Discussions of what works and what doesn't are essential. These PASS sessions fall under BEST Practice #3, Optimal Internal/External Relationships, as it allows opportunity for the various internal departments to collaborate and communicate about the Lowest 25%, address concerns, and determine next steps. We will continue PASS meetings. Additionally, we will reach out to the families of these students in particular and encourage their attendance at our after school camps this Spring.
- 2) ELA Learning Gains saw a decrease this past year, while overall ELA achievement and the Lowest 25% saw improvement. This leads us to believe students who are currently proficient in reading are not growing or making gains. With so much emphasis over these last few years with the lowest 25%, perhaps we need to

ensure our 3s,4s, and Level 5 readers are being challenged and enriched. The work to ensure this improvement in teaching and learning will initiate through PLC. When having data chats on common formative assessment data, attention will be drawn to the progress of our proficient readers and next steps to ensure their growth. Particularly, we will be looking at ways to increase our students reading fluency and stamina as the FSA requires students to maintain focus and comprehend lengthy, often paired passages. We will also seek ways to ensure our student have ample experience with the questioning styles of the FSA; we will do this through our CFAs as well as increased NewsELA usage across disciplines.

3) Middle School Acceleration saw a drop in six points this past year. While Algebra and Geometry students are passing their EOCs at more than satisfactory levels, we are looking to support even more students who choose to embark upon high school level courses. We will strongly support students who scored Level 3 on the FSA Math as they are enrolled in Algebra this year. They will be closely monitored to ensure their success. Additionally, we have added a Biology course for eighth grade student who are passionate about Science. This group will also be closely monitored to ensure their success. Lastly, our guidance directors will work closely with parents to ensure students who are capable and willing to take on the challenge of a high school course in middle school are well supported and guided through their personal track of course offerings

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

Through each core subject (Math, ELA, Science, and Social Studies) a common formative assessment is administered to students. The CFA is standards-based and the data is monitored and discussed through Professional Learning Communities.

For Level 1 and Level 2 readers, they take the FAIR (Florida Assessments for Instruction in Reading) three times a year. This test assesses word recognition, vocabulary knowledge, reading comprehension, and syntactic knowledge. This test also gives and Predictor of Literacy Success score.

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

The school ensures the fidelity of students not progressing towards school and district goals through a variety of avenues. First of all, these students are referred for RtI where a team of individuals collaborate to personalize interventions and provide added support strategies. Additionally, this year the school will generate Course Recovery lessons and modules to be accessed via Canvas. This will allow students to recover from failing grades almost immediately, rather than waiting until the end of the school year to determine if course recovery is necessary.

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

The school ensures that all classroom instruction is accessible to the full range of learners using UDL for effective instructional design (planning) and delivery (teaching) by a plethora of technology availability in their classrooms. Teachers have access to laptop carts that they utilize daily as well as other means of technology to infuse 21st century learning into their classrooms daily. We had trainers provide Canvas training to all of our teachers as well promoted professional development in various areas of technology to further their individual growth.

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

Every department collaborated over the summer to create Instructional Focus Calendars to ensure all standards in each core content are addressed. Within each IFC calendar, time is allotted to teach, assess, and remediate the standards. The assessing of the standards is the Common Formative Assessment each grade level course administers periodically. The results of these CFAs allow teachers to determine next steps for all students. Administration ensures this continuous cycle of instruction through both informal and formal observations.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

The core texts used for every subject area are the county adopted and issued texts. For ELA and Reading, the NG Inside and HMMH Collections are mostly non-fiction in content. Therefore in order to ensure students have access to a balance and variety of texts, they must supplement with novels, classic short stories and poems that are public domain. Additionally, Reading Courses are supplemented with Rewards, Vocabulary Workshop, and Reading Plus. Additionally, all ELA, Reading, and Math teachers have access to Triumph's Coach Digital resources. We also look forward to adding Accelerated Reader for all this school year. Math teachers also have access to the i-Ready Teacher Toolkit and also supplement with Algebra Nation and Geometry Nation workbooks.

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

Coral Springs Middle School aligns the Positive Behavior Interventions System (PBIS) with Social Emotional Learning (SEL) by coordinating team and group activities when students choose positive behaviors for daily academic and social choices. Along with PBIS, we have introduced "Start with Hello" to all students and staff while modeling appropriate behavior to help all students feel part of the CSMS community and how to interact positively with one another.

Additionally, our school sent a team of twelve to attend this past summer's Social Emotional Learning training as part of Re-Imagining Middle Schools. The team was presented with a somewhat detailed overview of Conscious Discipline and devised a plan to introduce the learned concepts and strategies to our staff. The CSMS SEL team created professional development sessions for the faculty to encourage Conscious Discipline strategies to be used. While we utilize this year as opportunity to inform our faculty and staff about Social Emotional Learning we hope to see increased implementation. However, until all of our teachers have been provided with SEL training on Conscious Discipline and/or Second Step, our implementation will not be consistent or done so with complete fidelity.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

Given that only twelve individuals from our school have received the SEL training and the five competencies of SEL were not explicitly taught in that training, the five competencies of SEL are not being explicitly taught

or integrated school-wide. We anticipate the SEL team to investigate and become knowledgeable in the five competencies of SEL and additionally further their knowledge and understanding of SEL through professional development this year. We look forward to explicitly teaching and integrating SEL school-wide next year, 2019-2020.

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

Our team of four Guidance Counselors work diligently to support our students socially, emotionally, and academically. They make concerted efforts to know the students they are responsible for, build relationships with both the student and his/her family, and provide personalized support. This school year we are excited to introduce Conscious Discipline strategies to our teachers. However, much professional learning must still occur for our teachers to implement these initiatives with fidelity and school-wide.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Supporting Level 3 students in high school courses; adding Biology course	Sara La Rosa	6/5/2019		
Standards-based instruction, CFAs, Supplemental program(s) implementation,	Sara La Rosa	6/5/2019	IPG training	
PASS meetings, data chats, Rti, team meeting, extra help sessions	Sara La Rosa	6/5/2019		

School Improvement Plan (SIP)

School Name Coral Springs MS (2561)

School Year 2018 - 2019

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
2561 ELA, 2561 Math, 2561 Electives, 2561 ESE, 2561 Guidance, 2561 Social Studies, 2561 Science	Tuesday Friday	1st2nd3rd4th5th	8/10/2018 - 5/15/2019	8:35 AM - 9:05 PM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
06	404	9.20	17.30	4.20	22.00	13.60
07	411	13.60	18.50	2.90	23.10	13.40
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Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students who score a Level 1 or 2 on their Florida Standards Assessment in English Language Arts are scheduled in to an Intensive Reading course. Within the Intensive Reading courses, teachers utilize FAIR data and individual reading assessments (such as a fluency probe and the San Diego Quick word assessment) in order to gauge the amount of phonetic instruction the student(s) may or may not need. Reading teachers incorporate multisyllabic word attack skills to increase fluency, vocabulary instruction, and comprehension strategies for all students. In addition to FAIR data, reading teachers administer Common Formative Assessments that are based standards from the reporting categories, Key Ideas & Details, Craft & Structure, Integration of Knowledge and Ideas, as well as Language. Reading teachers utilize these grade level CFAs to determine next instructional steps for their students.

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BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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BEST PRACTICE #4

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Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Supporting Level 3 students in high school courses; adding Biology course	Sara La Rosa	6/5/2019		
Standards-based instruction, CFAs, Supplemental program(s) implementation,	Sara La Rosa	6/5/2019	IPG training	
PASS meetings, data chats, Rti, team meeting, extra help sessions	Sara La Rosa	6/5/2019		

School Improvement Plan (SIP)

School Name Driftwood MS (0861)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Language Arts 6-8	Monday Tuesday	1st2nd3rd4th5th	8/15/2018 - 6/5/2018	8:35 AM - 9:20 AM	6, 7, 8
Reading 6-8	Monday Tuesday	1st2nd3rd4th5th	8/15/2018 - 6/5/2018	8:35 AM - 9:20 AM	6, 7, 8
Social Studies 6-8	Monday Tuesday	1st2nd3rd4th5th	8/15/2018 - 6/5/2018	8:35 AM - 9:20 AM	6, 7, 8
Science 6-8	Monday Tuesday	1st2nd3rd4th5th	8/15/2018 - 6/5/2018	8:35 AM - 9:20 AM	6, 7, 8
Math 6-8	Monday Tuesday	1st2nd3rd4th5th	8/15/2018 - 6/5/2018	8:35 AM - 9:20 AM	6, 7, 8
Magnet 6-8	Monday Tuesday		8/15/2018 - 6/5/2018	8:35 AM - 9:20 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
06	516	16.10	16.10	2.10	30.20	15.70
07	463	15.80	21.20	2.60	30.20	17.10
08	499	19.60	28.90	2.40	20.20	17.40

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

Teachers will...

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

Frequency:continuous

Persons involved: Classroom Teacher, Student

Supplemental Strategies:

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

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

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

Collaborative Problem Solving Team Referral

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

Frequency: As needed based on sufficient student documentation

Persons Involved: Team Teachers, Parent/Guardian, Guidance Counselor, Instructional Coach, Administrator, Student, Support Staff

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	8/15/2018 - 6/5/2018	10:30 AM - 12:30 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	
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Resources and Support Systems	
Using Results for Continuous Improvement	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p>	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	504	26 of 69	1	70	140

Goals

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

Math is our area of greatest weakness

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

teaching and assessing
resources and support system
using results for continuous improvement

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

Teachers will use:
PLC time to assess instructional methods and results

BCPS resources to improve instruction
 data to modify instruction

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

common assessment every quarter
 pre/post test for the year

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

ELO for math instruction

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
increase family involvement	Department Chairs	6/5/2018	PLC	
teachers will instruct students on how best to use planner book to stay organized and improve time management skills	individual teachers	6/5/2018	PLC	\$5,000.00
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Civics Afterschool Review	Social Studies Dept Chair	6/5/2018	PLC	\$3,000.00
Biology Afterschool Review	Science Dept Chair	6/5/2018	PLC	\$3,000.00

School Improvement Plan (SIP)

School Name Driftwood MS (0861)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
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Reading 6-8	Monday Tuesday	1st2nd3rd4th5th	8/15/2018 - 6/5/2018	8:35 AM - 9:20 AM	6, 7, 8
Social Studies 6-8	Monday Tuesday	1st2nd3rd4th5th	8/15/2018 - 6/5/2018	8:35 AM - 9:20 AM	6, 7, 8
Science 6-8	Monday Tuesday	1st2nd3rd4th5th	8/15/2018 - 6/5/2018	8:35 AM - 9:20 AM	6, 7, 8
Math 6-8	Monday Tuesday	1st2nd3rd4th5th	8/15/2018 - 6/5/2018	8:35 AM - 9:20 AM	6, 7, 8
Magnet 6-8	Monday Tuesday		8/15/2018 - 6/5/2018	8:35 AM - 9:20 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
06	516	16.10	16.10	2.10	30.20	15.70
07	463	15.80	21.20	2.60	30.20	17.10
08	499	19.60	28.90	2.40	20.20	17.40

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

Teachers will...

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

Frequency: continuous

Persons involved: Classroom Teacher, Student

Supplemental Strategies:

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

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

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

Collaborative Problem Solving Team Referral

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

Frequency: As needed based on sufficient student documentation

Persons Involved: Team Teachers, Parent/Guardian, Guidance Counselor, Instructional Coach, Administrator, Student, Support Staff

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	8/15/2018 - 6/5/2018	10:30 AM - 12:30 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	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p>	

No Evidence/Artifacts

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School Improvement Plan (SIP)

School Name Forest Glen MS (3051)

School Year 2018 - 2019

BEST PRACTICE #1

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

Our RtI committee consists of Administration, Literacy Coach, ESE Specialist, Guidance Counselors, School Psychologist, Support Facilitators and Classroom Teachers. Our meetings are held once a week where we review the referral and all data we have at the time of the meeting. We look at FSA Scores for the past few years, FAIR results, DAR and Fluency results, present grades and attendance. Teachers of the students bring their student data as well. Our school-level progress monitoring consists of data collected from classroom assessments as well as data collected from Tier 2 and Tier 3 interventions. It is usually collected on a weekly basis and shared when we revisit that student at the next assigned RtI meeting. Typically, we meet again on a specific individual in approximately 6 weeks, but will discuss sooner at our weekly meetings if needed. Currently, we are using our common assessments to inform instruction based on individual needs. Textbook aligned assessments, teacher created assessments, i-Ready data collection from the initial diagnostics in both math and reading as well as the monthly Standards Mastery assessments will be used to drive instruction. In an ongoing process through PLCs, data chats, and team meetings staff alert the team if students are not

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SCHOOL ADVISORY COUNCIL (SAC)

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BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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Goals

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

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ELA: 52% were Level 3 or higher

ELA Gains for the Lowest 25%: 38% showed gains

These areas were chosen because they were lower than other schools in our Band.

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

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

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

All students will use i-ready between 2-4 times per week. This program uses a diagnostic test to put students on an individual learning path in both ELA and math.

Teachers will team teach and switch classes periodically. This will improve academic success as teachers teach their strongest benchmarks to more students.

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

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

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

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

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

Data is monitored and examined using FAIR testing and i-ready.

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

Students who are not meeting academic expectations will be recommended for the RtI process. Teachers will use Tier 1 and Tier 2 strategies to help students achieve academic goals.

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

There are 4 ESE Support Facilitators and 2 ELL Support Facilitators who push in to classrooms to ensure that the curriculum is accessible to all. All teachers are also trained on differentiated instruction in order to meet the needs of the diverse population.

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

Informal and formal observations are conducted by administrators and department chairs.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

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

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

These strategies are in place:

1. Greeters at door
2. Safe Place
3. Jobs assignment for all students
4. Deep breathing exercise

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

These strategies are taught across the classrooms:

Teach self-regulation through the use of S.T.A.R – smile, take a deep breath and relax

Students will be able to identify when to self-advocate use resources that are available to them.

Students will be able to keep track of their academic goals by accessing gradebook (pinnacle) and reviewing their progress

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

The school-wide mentoring program, Aspire, provides adult support to students who are struggling both academically and behaviorally.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
(R.I.3.7) Using INSIDE-Engage students in concepts and applications to real life using ancillary materials embedded within CENGAGE. Providing various forms of multi-media formats to develop coherent understanding of information (poetry, music, art, film, plays). (R.I. 3.8) Using multiple reading sources (cartoons, posters, letters, applications, etc) determining relevant and sufficient evidence and being able to recognize those that are not. (R.I. 3.9) Support vs. Opposing viewpoints from various authors (compare/contrast) Text sets- NEWSELA using more than one piece of text on a specific topic. ACHIEVE THE CORE- Mini Assessments aligned to specific lessons that focus on specific standards	Nancy Sheingold, Wendy Greenberg, Laura Barris	5/30/2019		\$0.00
Students practice weekly on i-ready with incentives for improvement. Lowest quartile students are pulled out twice a week for additional instruction.	Russell Anderson	5/30/2019		\$0.00
Physical Science teachers are reviewing 6th and 7th grade standards as part of their curriculum via warm ups at the start of class. All science teachers are assessing tested standards multiple times throughout the school year. Tested standards that have not been mastered will be remediated.	Mitchell Comiskey	5/31/2019		\$0.00

School Improvement Plan (SIP)

School Name Forest Glen MS (3051)

School Year 2018 - 2019

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Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

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

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

These strategies are in place:

1. Greeters at door
2. Safe Place
3. Jobs assignment for all students
4. Deep breathing exercise

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

These strategies are taught across the classrooms:

Teach self-regulation through the use of S.T.A.R – smile, take a deep breath and relax

Students will be able to identify when to self-advocate use resources that are available to them.

Students will be able to keep track of their academic goals by accessing gradebook (pinnacle) and reviewing their progress

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

The school-wide mentoring program, Aspire, provides adult support to students who are struggling both academically and behaviorally.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
(R.I.3.7) Using INSIDE-Engage students in concepts and applications to real life using ancillary materials embedded within CENGAGE. Providing various forms of multi-media formats to develop coherent understanding of information (poetry, music, art, film, plays). (R.I. 3.8) Using multiple reading sources (cartoons, posters, letters, applications, etc) determining relevant and sufficient evidence and being able to recognize those that are not. (R.I. 3.9) Support vs. Opposing viewpoints from various authors (compare/contrast) Text sets- NEWSELA using more than one piece of text on a specific topic. ACHIEVE THE CORE- Mini Assessments aligned to specific lessons that focus on specific standards	Nancy Sheingold, Wendy Greenberg, Laura Barris	5/30/2019		\$0.00
Students practice weekly on i-ready with incentives for improvement. Lowest quartile students are pulled out twice a week for additional instruction.	Russell Anderson	5/30/2019		\$0.00
Physical Science teachers are reviewing 6th and 7th grade standards as part of their curriculum via warm ups at the start of class. All science teachers are assessing tested standards multiple times throughout the school year. Tested standards that have not been mastered will be remediated.	Mitchell Comiskey	5/31/2019		\$0.00

School Improvement Plan (SIP)

School Name Lyons Creek MS (3101)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Professional Learning Community for Reading, LA, Math, Science, Social Studies and Electives	Wednesday	1st2nd3rd4th5th	8/22/2018 - 5/29/2019	8:35 AM - 9:25 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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Data For: 2017-2018 (Last updated: 7/18/2018)						
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
06	720	12.10	10.40	5.40	20.30	10.00
07	642	15.30	11.70	6.50	18.40	12.30
08	696	14.20	15.70	0.60	17.10	9.60

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

We use a variety of intervention strategies to improve the academic performance of students. The strategies used for Math are: CSA Holistic, CSA Cycle Assessments, MAFS Standards based instruction, 'Go Math!', Math pull outs and differentiated instruction. The strategies used for Reading are: Achieve 3000, Newslea, Vocabulary.com, CSA Holistic Assessments and CSA Cycle Assessments.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	8/20/2018 - 5/30/2019	9:25 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Report_LCMS_Student.pdf		11/5/2018
Report_LCMS_Staff.pdf		11/5/2018
Report_LCMS_Parent.pdf		11/5/2018

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-Agenda-Minutes-Sign-in-September-9-2018.pdf	October	Developed	10/26/2018
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SAC-ByLaws-2018-2019.html	October	SAC ByLaws	10/17/2018
SAC_SAF_DATES_2019.pdf	October	Developed	10/17/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

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	561	18 of 56	-561	74	147

Goals

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

As evidenced in our 2017-2018 FSA score data, our main academic focus area for the 2017-2018 school year for improving student achievement is English Language Arts. Although data supports Lyons Creek Middle School being ranked in the top 15% of level 3 or above compared to other middle schools, we still have several growth areas. We will focus on scaling up instructional strategies, as well as ensure that all tasks are directly aligned to the standards that are being taught. Sharing best practices with other high-performing schools will enable our school to close the gap and provide our teachers with the best resources and strategies to be able to increase learning gains.

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

Weekly Professional Learning Communities will be centered around content alignment, student engagement, and best practices specific to the standard of the week. These PLC's will lead to an increase engagement in learning, support a well-paced lesson, and help the teachers provide students with opportunities to practice skills and deepen understanding.

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

Phase I- Defining the Need for Change

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

Phase II- Planning for Demonstration and Scale-Up

- Select a dedicated point person
- With the point person, identify and analyze relevant effective practices from other settings.

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

School-Level Progress Monitoring is collected after every Instructional Round which is about 4-6 weeks. LCMS uses USA Test Prep as its progress monitoring tool.

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

The Response to Intervention model is Lyons Creek Middle School's way of ensuring the fidelity of students not progressing towards school and district goals. Classroom teachers and coaches provide various strategies and interventions for 6 weeks. During this time the student is monitored to see if the response to the strategies and interventions are helping the student move toward the goal of proficiency or is there a deeper issue. The RTI team meets at the culmination of the 6 weeks to determine next steps and a plan of action for the student.

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

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

At the beginning of the school year all staff was trained on the school-wide behavior plan. All students were trained on negative and positive behavior. Once staff and students were trained then teachers and administrators monitor student behavior throughout the school year.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

6th Grade Intensive Reading- National Geographic Inside Text Level A/Achieve 3000

7th Grade Intensive Reading- National Geographic Inside Text Level B/ Achieve 3000

8th Grade Intensive Reading- National Geographic Inside Text Level C/ Achieve 3000

6th Grade Language Arts- Collections Text Book/Newsela

7th Grade Language Arts- Collections Text Book/Newsela

8th Grade Language Arts- Collections Text Book/Newsela

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

Social Emotional Learning is implementing by making sure every student felt welcome so, at the beginning of the school year we greeted the students with fist bumps and hand shakes. We developed several programs that would benefit students and make them feel involved. First, we wanted students to be feel that they are a part of the school. For example, we had a club fair where students were able to sign up to join at least one club. In the mornings we have SAFE KEEPERS where students and teacher pledge to keep each other safe. At the end of each day we STAR: Stop and smile, take a deep breath, and relax and create a student safe space.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

The five competencies are taught throughout the day making sure students feel safe and secure when they are at school.

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

Our school-wide-policy support social emotional learning by not tolerating negative student behavior. Make sure all negative behavior is addressed immediately.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
	Vernicca Wynter	10/19/2018	Standards-Based and Student work training	

School Improvement Plan (SIP)

School Name Lyons Creek MS (3101)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

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7th Grade Intensive Reading- National Geographic Inside Text Level B/ Achieve 3000

8th Grade Intensive Reading- National Geographic Inside Text Level C/ Achieve 3000

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8th Grade Language Arts- Collections Text Book/Newsela

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In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

The five competencies are taught throughout the day making sure students feel safe and secure when they are at school.

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

Our school-wide-policy support social emotional learning by not tolerating negative student behavior. Make sure all negative behavior is addressed immediately.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
	Vernicca Wynter	10/19/2018	Standards-Based and Student work training	

School Improvement Plan (SIP)

School Name Margate MS (0581)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Literacy:ELA Reading/Writing	Tuesday	1st2nd3rd4th5th	1/8/2019 - 5/28/2019	8:25 AM - 9:05 AM	6, 7, 8
S.T.E.M	Tuesday	1st2nd3rd4th5th	1/8/2019 - 5/28/2019	8:25 AM - 9:05 AM	6, 7, 8
Technology Infused Instruction	Tuesday	1st2nd3rd4th5th	8/22/2018 - 5/28/2019	8:25 AM - 9:05 AM	6, 7, 8
Department CARE PLC	Monday	1st2nd3rd4th5th	8/20/2018 - 6/2/2019	8:25 AM - 9:05 AM	6, 7, 8
PLC Positive Behavior Intervention	Tuesday	1st2nd3rd4th5th	8/28/2018 - 12/18/2018	8:25 AM - 9:05 AM	6, 7, 8
PLC Marzano Design Question & Elements	Tuesday	1st2nd3rd4th5th	8/28/2018 - 12/18/2018	8:25 AM - 9:05 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
06	417	7.40	25.20	10.30	29.70	18.50
07	463	12.70	24.40	7.30	38.00	20.70
08	421	14.50	21.40	8.80	32.50	19.00

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

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

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

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

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

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

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

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

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/4/2018 - 5/28/2019	2:15 PM - 3:15 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings

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

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Report_MMS_Parent.pdf		11/6/2018
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Report_MMS_Student.pdf		11/6/2018

SCHOOL ADVISORY COUNCIL (SAC)

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SAC_SAF-AUG-Sign-in.pdf	November	None	11/6/2018
SAC-Meeting-Dates.docx	November	None	11/6/2018
SAF-Sept-Agenda.docx	November	None	11/6/2018
SAF-AUG-Agenda.docx	November	None	11/6/2018
SAC-Agenda-August-23.docx	November	Monitored	11/6/2018
SAC-Meeting-Minutes-Aug-23.docx	October	Monitored	10/16/2018
SAC-Agenda-Sept-18.docx	October	SAC ByLaws	10/16/2018
SAC-Meeting-Minutes-Sept-18.docx	October	SAC ByLaws	10/16/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	484	33 of 69	3	80	160

Goals

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

Margate Middle School will focus on improving student achievement from the 2017-2018 School Year to the 2018-2019 in the following areas;

Math [from 60 to 65] , Science [from 56 to 60], Reading/Language Arts [from 59 to 62] and Civics [72 to 80]. In addition, Margate Middle will focus on raising parental involvement through Title I to improve student achievement.

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

Teachers and students have access to Newsela, CommonLit, IReady, USA Test Prep, Online Testing Resources and Online textbooks. Teachers will have access to various technology resources and professional development on site.

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

BEST Practices: implementation of several monitoring systems that records school-wide student growth and achievement.

Teachers participate in weekly PLC's that focus on sharing best practices in target area such as instructional planning of SEL, Math, ELA, Social Studies, and STEM courses Extended learning opportunities are made available for CORE content areas on Saturday's, before and after school.

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

Common Formative assessment data is collected every six weeks and utilized to inform instruction for remediation and enrichment

School Level programs utilized for progress monitoring is as follows:

ELA - Achieve 3000 (Diagnostic and Midterm) , Mini Assessments created by grade level PLC.

Math - iReady district assessment and My. HRW

Science - STEMscopes and Mini Assessments created by grade level PLC

Social Studies- Mini Assessments created by grade level PLC

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

Team meetings, department meetings and RTI is held weekly to discuss student data and progress towards goals.

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

The best practices identified will be utilized on a daily basis in all of the core content area courses. Teachers are provided professional development in which they receive resources and review the UDL websites, differentiated instruction and various instructional strategies. Implementation of strategies will be monitored through observations using the Focused Teacher Evaluation Model.

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

Teachers will use formative assessments daily, weekly or monthly in order to inform instruction and provide remediation and identify learning gaps needed for students.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

Students use Vocabulary.com in all content areas. Newsela, Achieve3000, Collections , Readworks STEMscopes, Scholastic and adopted social studies materials.

Clearly articulated expectations, goals, learning outcomes, and course requirements to increase student motivation and improve learning.

Meaningful and timely feedback to students to improve learning gains in core subject areas.

Differentiating instruction to meet individual student needs by scaffolding and accommodating ESLs ,ESOL and low performing students.

Specific to Instructional Practices include: Workshops, Professional Development

Extended learning opportunities include: Pullout/Push-in, Saturday Camp, Before and AfterSchool Tutoring

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
implementation of writing strategies and support	ELA Department Chairs and Literacy Coach	5/28/2019	Team Meetings	
Curriculum Night with hands-on activities and instruction emphasized in each content area.	Department Chair, Lead Teachers, Administrators	5/28/2019	Team Meetings	
Provide extended learning opportunities (before and after school tutoring sessions, hands-on curriculum, reading, math, and science immersion days and enrichment Saturday camps	K. Murray, Rod Daniel	5/28/2019		
Subject Area PLC's	K. Murray, K. Coke, Rod Daniel	5/28/2019		
Staff development PLC's (PBS, Marzano Super 7, Cognitive Rigor matrix	Kari Murray, Collette Williams, Elisabeth Joseph, Celeste-McGill Franklin, Amar Fernandez, Ashford O'Neal	5/28/2019	Team Meetings	
Quarterly and yearlong STEM projects that promote reading across content areas, especially Math and Science	Rod Daniel, Cliff Wiggins	5/28/2021	Grade Level Meetings	
science resource night, science immersion	Mr. Bass			
Technology/STEM PLC's	Rod Daniel, Clifford Wiggins	5/28/2019	Team Meetings	

School Improvement Plan (SIP)

School Name Margate MS (0581)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Literacy:ELA Reading/Writing	Tuesday	1st2nd3rd4th5th	1/8/2019 - 5/28/2019	8:25 AM - 9:05 AM	6, 7, 8
S.T.E.M	Tuesday	1st2nd3rd4th5th	1/8/2019 - 5/28/2019	8:25 AM - 9:05 AM	6, 7, 8
Technology Infused Instruction	Tuesday	1st2nd3rd4th5th	8/22/2018 - 5/28/2019	8:25 AM - 9:05 AM	6, 7, 8
Department CARE PLC	Monday	1st2nd3rd4th5th	8/20/2018 - 6/2/2019	8:25 AM - 9:05 AM	6, 7, 8
PLC Positive Behavior Intervention	Tuesday	1st2nd3rd4th5th	8/28/2018 - 12/18/2018	8:25 AM - 9:05 AM	6, 7, 8
PLC Marzano Design Question & Elements	Tuesday	1st2nd3rd4th5th	8/28/2018 - 12/18/2018	8:25 AM - 9:05 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
06	417	7.40	25.20	10.30	29.70	18.50
07	463	12.70	24.40	7.30	38.00	20.70
08	421	14.50	21.40	8.80	32.50	19.00

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

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

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

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

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

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

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

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

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/4/2018 - 5/28/2019	2:15 PM - 3:15 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings

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

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Report_MMS_Parent.pdf		11/6/2018
Report_MMS_Staff.pdf		11/6/2018
Report_MMS_Student.pdf		11/6/2018

SCHOOL ADVISORY COUNCIL (SAC)

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SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC_SAF-SEPT-Sign-In.pdf	November	None	11/6/2018
SAC_SAF-AUG-Sign-in.pdf	November	None	11/6/2018
SAC-Meeting-Dates.docx	November	None	11/6/2018
SAF-Sept-Agenda.docx	November	None	11/6/2018
SAF-AUG-Agenda.docx	November	None	11/6/2018
SAC-Agenda-August-23.docx	November	Monitored	11/6/2018
SAC-Meeting-Minutes-Aug-23.docx	October	Monitored	10/16/2018
SAC-Agenda-Sept-18.docx	October	SAC ByLaws	10/16/2018
SAC-Meeting-Minutes-Sept-18.docx	October	SAC ByLaws	10/16/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	484	33 of 69	3	80	160

Goals

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

Margate Middle School will focus on improving student achievement from the 2017-2018 School Year to the 2018-2019 in the following areas;

Math [from 60 to 65] , Science [from 56 to 60], Reading/Language Arts [from 59 to 62] and Civics [72 to 80]. In addition, Margate Middle will focus on raising parental involvement through Title I to improve student achievement.

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

Teachers and students have access to Newsela, CommonLit, IReady, USA Test Prep, Online Testing Resources and Online textbooks. Teachers will have access to various technology resources and professional development on site.

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

BEST Practices: implementation of several monitoring systems that records school-wide student growth and achievement.

Teachers participate in weekly PLC's that focus on sharing best practices in target area such as instructional planning of SEL, Math, ELA, Social Studies, and STEM courses Extended learning opportunities are made available for CORE content areas on Saturday's, before and after school.

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

Common Formative assessment data is collected every six weeks and utilized to inform instruction for remediation and enrichment

School Level programs utilized for progress monitoring is as follows:

ELA - Achieve 3000 (Diagnostic and Midterm) , Mini Assessments created by grade level PLC.

Math - iReady district assessment and My. HRW

Science - STEMscopes and Mini Assessments created by grade level PLC

Social Studies- Mini Assessments created by grade level PLC

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

Team meetings, department meetings and RTI is held weekly to discuss student data and progress towards goals.

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

The best practices identified will be utilized on a daily basis in all of the core content area courses. Teachers are provided professional development in which they receive resources and review the UDL websites, differentiated instruction and various instructional strategies. Implementation of strategies will be monitored through observations using the Focused Teacher Evaluation Model.

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

Teachers will use formative assessments daily, weekly or monthly in order to inform instruction and provide remediation and identify learning gaps needed for students.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

Students use Vocabulary.com in all content areas. Newsela, Achieve3000, Collections , Readworks STEMscopes, Scholastic and adopted social studies materials.

Clearly articulated expectations, goals, learning outcomes, and course requirements to increase student motivation and improve learning.

Meaningful and timely feedback to students to improve learning gains in core subject areas.

Differentiating instruction to meet individual student needs by scaffolding and accommodating ESLs ,ESOL and low performing students.

Specific to Instructional Practices include: Workshops, Professional Development

Extended learning opportunities include: Pullout/Push-in, Saturday Camp, Before and AfterSchool Tutoring

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
implementation of writing strategies and support	ELA Department Chairs and Literacy Coach	5/28/2019	Team Meetings	
Curriculum Night with hands-on activities and instruction emphasized in each content area.	Department Chair, Lead Teachers, Administrators	5/28/2019	Team Meetings	
Provide extended learning opportunities (before and after school tutoring sessions, hands-on curriculum, reading, math, and science immersion days and enrichment Saturday camps	K. Murray, Rod Daniel	5/28/2019		
Subject Area PLC's	K. Murray, K. Coke, Rod Daniel	5/28/2019		
Staff development PLC's (PBS, Marzano Super 7, Cognitive Rigor matrix	Kari Murray, Collette Williams, Elisabeth Joseph, Celeste-McGill Franklin, Amar Fernandez, Ashford O'Neal	5/28/2019	Team Meetings	
Quarterly and yearlong STEM projects that promote reading across content areas, especially Math and Science	Rod Daniel, Cliff Wiggins	5/28/2021	Grade Level Meetings	
science resource night, science immersion	Mr. Bass			
Technology/STEM PLC's	Rod Daniel, Clifford Wiggins	5/28/2019	Team Meetings	

School Improvement Plan (SIP)

School Name McNicol MS (0481)

School Year 2018 - 2019

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 Team	Wednesday	1st2nd3rd4th	8/22/2018 - 5/22/2019	2:15 PM - 3:15 PM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
06	277	7.60	35.40	8.30	38.30	22.70
07	252	7.10	23.40	19.80	35.70	26.20
08	294	5.80	16.30	15.00	42.90	20.10

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

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

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

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	8/23/2018 - 5/30/2019	2:25 PM - 3:25 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-10.25.18-upload.pdf	October	SAC ByLaws	10/31/2018
SAC-9-20-18.pdf	October	None	10/2/2018
SAC-2018-2019-dates.docx	August	None	8/13/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
2	448	26 of 56	5	73	146

Goals

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

We are continuing to focus on ELA. We want to maintain the high degree of performance we achieved last year in the performance in all grades. We want to maintain this progress this school year to ensure this trend continues. We will also be focusing on Mathematics for all grade levels based on our FSA data.

By May of 2019 the following goals will be met:

ELA: Will move from

Proficiency: 37% to 44%

LG: 47% to 52%

Low 25%: 45% to 50%

MATH: Will move from

Proficiency: 42% to 47%

LG: 43% to 48%

Low 25%: 43% to 48%

SCIENCE: Will move from

Proficiency: 39% to 44%

Civics:

Proficiency: 73% to 77%

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

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

Differentiated Instruction

The effective scaffolding of literacy instructional strategies

Data chats with teachers and students to analyze data and identify areas of improvement.

Utilizing the RtI early warning signs to identify students

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

McNicol Literacy teachers will begin in July 2018 with district support with a strong focus on scaffolding standards and lessons through effective lesson planning and through authentic PLC's. Lesson modeling and inter-visitations will occur on an ongoing basis throughout the year.

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

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

Common assessments are given at the end of each Unit in each grade level, about once every 4 weeks. In between the common assessment, PLC time the teachers will create share best practices to close the gap with

small projects, activities and other resources to enhance the day-to-day lessons. Data from these in class supplements are also discussed and analyzed to remediate and enrich students.

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

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

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

The School will ensure that all classrooms instruction is accessible using UDL through lesson plan checks, classroom observations, walkthroughs, and formative and summative assessments.

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

The school will ensure that all classrooms instruction is accessible using UDL through lesson plan checks, classroom observation, walkthroughs, and formative and summative assessments.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

Collections: 6th, 7th and 8th grade Language Arts and Reading

Inside Books: B and C Book-6th, 7th and 8th grade.

NewsELA and Vocabulary.com: Internet-based instruction program providing thousands of articles with activities that align with Florida State Standards.

The Instructional Focus Calendar for Language Arts and Reading includes standards for informational text as well as literature and anchor text for each collection of stories which are a variety of literature and nonfiction.

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

In order to develop self-awareness and Self-management skills, we implement SEL lessons using the Hands-on classroom curriculum in all 1st-period classes. Staff encourages and implement the school's core value of using the 4 B's to build a culture of accountability.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

In order to develop self-awareness and Self-management skills, we implement SEL lessons using the Hands-on classroom curriculum in all 1st-period classes. Staff encourages and implement the school's core value of using the 4 B's to build a culture of accountability.

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

Our school's culture encourages students to be aware of their thoughts, feelings, and emotions. Which enables them to empathize with others and control emotions. Students are given tools to manage their behavior and seek support when needed.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
ELOs	Department Chairs and Coaches	5/18/2019	Na	\$10,000.00
Interdisciplinary curriculum	Choudlyne Poitevien, Ashley Cadet-Henry, and Jenelle Mcleod	1/11/2019	PBL workshops with Buck institute	NA
PLC, Common Planning, CFA	Lara Ruddy, Janelle Mcleod, and Ashley cadet-Henry	5/31/2018	Weekly PLC meetings to crate CARE packets/resources and share best practices.	NA

School Improvement Plan (SIP)

School Name McNicol MS (0481)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

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

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

Common assessments are given at the end of each Unit in each grade level, about once every 4 weeks. In between the common assessment, PLC time the teachers will create share best practices to close the gap with

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

In order to develop self-awareness and Self-management skills, we implement SEL lessons using the Hands-on classroom curriculum in all 1st-period classes. Staff encourages and implement the school's core value of using the 4 B's to build a culture of accountability.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

In order to develop self-awareness and Self-management skills, we implement SEL lessons using the Hands-on classroom curriculum in all 1st-period classes. Staff encourages and implement the school's core value of using the 4 B's to build a culture of accountability.

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

Our school's culture encourages students to be aware of their thoughts, feelings, and emotions. Which enables them to empathize with others and control emotions. Students are given tools to manage their behavior and seek support when needed.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
ELOs	Department Chairs and Coaches	5/18/2019	Na	\$10,000.00
Interdisciplinary curriculum	Choudlyne Poitevien, Ashley Cadet-Henry, and Jenelle Mcleod	1/11/2019	PBL workshops with Buck institute	NA
PLC, Common Planning, CFA	Lara Ruddy, Janelle Mcleod, and Ashley cadet-Henry	5/31/2018	Weekly PLC meetings to crate CARE packets/resources and share best practices.	NA

School Improvement Plan (SIP)

School Name Millennium MS (4772)

School Year 2018 - 2019

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
Grade Level Content Area PLCs	Monday Friday	1st2nd3rd4th	8/27/2018 - 5/10/2019	9:00 AM - 9:30 AM	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: 2017-2018 (Last updated: 7/18/2018)
--

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
06	530	5.80	18.30	3.00	28.30	10.00
07	529	8.30	16.30	7.90	29.90	13.80
08	534	8.40	21.70	9.00	20.60	13.10
09	77	3.90	1.30	1.30	1.30	0.00

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

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

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

RtI Team Meeting Schedule

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

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	9/17/2018 - 5/20/2019	10:00 AM - 11:30 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</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
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4772_sacMTG92518.pdf	September	SAC ByLaws	9/28/2018
4772_11022017_4772_mmssafbylaws1819.docx	September	SAF ByLaws	9/26/2018
4772_SACmtg828.pdf	August	SAC ByLaws	8/29/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

Goals

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

As evidenced by the 2017-2018 school data based on FSA and EOC exams, there was a decline in overall learning gains in mathematics. The lowest 25% maintained above the 50% in learning gains, however, the bubble students did not have the anticipated gains we had strived for. One of the reasons, we believe, is that the number of students who were at level 3 and above were placed into an Algebra math class instead of math advanced (FSA class). This decreased our denominator for FSA math scores for learning gains. We did , however increase our ACCELL points from 74% to 79%.

Our ELA data showed an increase of 3% for proficiency and maintained at the 56% for learning gains overall. The lowest 25% growth in ELA increased by 5%, ut still fell belwo the 50%, at a 48%. For the 2018-2019 school year, our goal is to increase ELA learning gains for the lowest 25% to 55% which woud be a 7% increase.

Our 8th grade Science data increased by 2% from 49% of students passing with a Level 3 and above to 51% passing at that level. Thi year we are aiming for an increase of 4% to 55% showing proficiency on the 8th grade Science assessment. Our science department will utilize more hands-on labs and performance task writing in their classrooms, to increase the rigor.

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 increase the opportunities for Extended Learning time for our maintenance level students with our FSA Saturday camps and an after-school Math tutoring program that will be offered four days a week. Students will be encouraged to attend these sessions and will also receive extra credit if they attend at least 80% of sessions available.

Additionally, there was an increase in Math support this year, with a Middle School math coach and a High School math coach that will both support all math teachers with instructional delivery methods. An after-school tutoring program will be available twice per week for all grade levels.

The school also purchased a technology-based math reteach program, I-Ready, that will begin second quarter. The I-ready program will also be used for ELA classes, and an after-school tutoring program will begin second quarter twice per week for ELA.

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

Best practices will be scaled up with an increase of site-based professional learning sessions as well as an increase of family math nights each quarter. There will also be more teacher modeling by support staff and coaches. Learning stations will be utilized as well as performance tasks provided by the District in all math classes.

ELA and Science classes will use Performance Tasks and mini-assessments that include rigorous questioning that model the rigor of the end of year assessments. Additionally, BEST strategies (Building Effective Strategies for Teaching) will be used with all students as graphic organizers and templates to increase comprehension. These will be uploaded to our One-drive folder so teachers can access the strategies at all times.

Mini-workshops will be used to model effective instructional practices in all content areas.

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

There is a filemaker database our school has in-house called utilities. This is where all mini-assessment data is held and analyzed by the Leadership team. Students will also participate in biweekly data chats with their math teachers. Teachers participate in quarterly data chats with Administration and Support Staff. There are bimonthly Leadership team meetings where instructional practices and data are discussed and analyzed. All Department Chairs and team Leaders participate in these Leadership meetings.

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

Course Recovery options will begin earlier this year, and students who are not mastering the standards each quarter will have two options to recover the material. They will be in labs during their elective times or attend Saturday course recovery sessions. The Odyssey program will be utilized and data will be pulled weekly on these students. Our Reading Coach will administer FAIR at least twice prior to the FSA assessment window for data analysis. Our school's Guidance Director will ensure staff are trained on the Odyssey reports components so they can monitor their course recovery classes.

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The school uses Instructional Focus Calendars as well as aligned Curriculum Maps to ensure there is fidelity in teaching of the necessary standards with all grade level and content areas. Department Chairs assist in monitoring this by conducting classroom walk throughs and provide feedback during department meetings. They then implement new strategies during their PLC time and prepare lessons.

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

Title 1 strategies are being used with all students through our B.E.S.T program (Building Effective Strategies for Teaching). The 200 graphic organizers and research-based strategies are posted on our one-drive folder where all teachers can access and download these to use with their students. The students maintain a BEST log sheet where they document at least 10 strategies a quarter in their reading and math classes.

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Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Increased reading centers, I-Ready program, Vocabulary infusion	Reading Coach, Holly Bagwell, Language Arts Chair, Ms.Holt	5/10/2019	Monthly and ongoing, early release days	\$500.00
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School Improvement Plan (SIP)

School Name Millennium MS (4772)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

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BEST PRACTICE #2

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Graduation/College and Career Readiness (Early Warning Indicators)

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RtI Team Meeting Schedule

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Strategies & Activities

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

School Name Nova MS (1311)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

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BEST PRACTICE #2

An Embedded High Quality RtI Process

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Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

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

In addition, the school's Community Liaison will monitor attendance to help maximize instructional time. In addition, we will have the extended learning opportunity (ELO) program on select Saturdays to help students prepare for the FSA and EOCs.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday Friday	1st, 2nd, 3rd, 4th	9/5/2018 - 5/29/2019	10:00 AM - 3:45 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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SAC_Sign-In-Sheet_Nov-1.pdf	November	SAC ByLaws	11/2/2018
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SAC-Meeting-Minutes_10-23-18.docx	October	Developed	10/25/2018
SAC--Sign-In--Sheet__October-23.pdf	October	Developed	10/24/2018
SAC-Agenda_October-23.docx	October	Developed	10/24/2018
09_25_18_SAC_Sign-In-Sheets.pdf	September	Developed	9/28/2018
SAC-Meeting-Minutes-Final-9-26-18.docx	September	Developed	9/28/2018
SAC-Meeting-Notes_August_Revised.docx	September	Developed	9/26/2018
SAC-Commitee_Sign- In_Sheet-for-August-28_1028.pdf	August	Developed	8/31/2018
SAC_-Agenda_Nova-Middle-School-Advisory-Council.docx	August	Developed	8/31/2018

BEST PRACTICE #4

Scaling Up BEST Practices

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4	562	10 of 71	5	81	161

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Implementing The Cognitive Behavior Model,	Administration, Guidance and SEL Coach		PLC, SEL trainings, RtI/MTSS trainings.	

School Improvement Plan (SIP)

School Name Nova MS (1311)

School Year 2018 - 2019

BEST PRACTICE #1

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC_Sign-In-Sheet_Nov-1.pdf	November	SAC ByLaws	11/2/2018
SAC-ByLaws-11_01_2018.html	November	SAC ByLaws	11/1/2018
SAC-Meeting-Minutes_10-23-18.docx	October	Developed	10/25/2018
SAC--Sign-In--Sheet__October-23.pdf	October	Developed	10/24/2018
SAC-Agenda_October-23.docx	October	Developed	10/24/2018
09_25_18_SAC_Sign-In-Sheets.pdf	September	Developed	9/28/2018
SAC-Meeting-Minutes-Final-9-26-18.docx	September	Developed	9/28/2018
SAC-Meeting-Notes_August_Revised.docx	September	Developed	9/26/2018
SAC-Commitee_Sign- In_Sheet-for-August-28_1028.pdf	August	Developed	8/31/2018
SAC_-Agenda_Nova-Middle-School-Advisory-Council.docx	August	Developed	8/31/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	562	10 of 71	5	81	161

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Implementing The Cognitive Behavior Model,	Administration, Guidance and SEL Coach		PLC, SEL trainings, RtI/MTSS trainings.	

School Improvement Plan (SIP)

School Name Olsen MS (0471)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
All departments	Wednesday	1st2nd3rd4th	8/21/2018 - 6/28/2019	2:00 PM - 2:45 PM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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Data For: 2017-2018 (Last updated: 7/18/2018)						
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
06	228	14.00	21.10	4.80	32.00	18.00
07	260	18.80	26.90	9.60	33.10	21.90
08	252	30.60	23.00	10.70	25.40	21.40

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

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

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday Thursday	1st, 2nd, 3rd	8/22/2018 - 6/5/2019	8:00 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	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Report_OMS_Parent.pdf		11/6/2018

File Name	Standards & Indicator	Upload Date
Report_OMS_Staff.pdf		11/6/2018
Report_OMS_Student.pdf		11/6/2018

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_Documents_October.pdf	October	Monitored	11/6/2018
SAF_October.pdf	October	SAF ByLaws	11/6/2018
SAC_September.pdf	November	Monitored	11/6/2018
SAC_Meeting_September27.pdf	October	Developed	10/18/2018
SAC-Agenda_September2018.pdf	October	A+ Funds	10/18/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	447	45 of 69	1	99	197

Goals

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

Based on 2018 FSA data, the content area of focus for 2018- 2019 will be ELA; specifically 6th grade proficiency and learning gains as last year we saw a dip in those reporting categories.

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

BP 1: Authentic PLC's with a focus on curriculum, assessment, remediation, and enrichment. (common planning data chats to discuss results and next steps.)

BP2: RTI process that guarantees all students in danger of failure or retention receive appropriate interventions and support (grade level RTI meetings with support staff and specific/impacted teachers.)

BP 3: ELO- Extended Learning Opportunities to allow access to technology and provide additional instruction/ practice on the standard for enrichment and remediation.

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

BP1: As we move forward this year, we will continue to develop teacher capacity through authentic PLCs. Teachers will be focusing on student output, maintaining student portfolios, and bringing that evidence to PLCs where they will receive peer feedback and have the opportunity to collaborate to better reach the needs of our students. Additionally, teachers will participate in collaborative sub-cadre visits, both inside and out of the school, to allow them rich experiences to take back to PLSs and implement in their own classrooms.

BP2: We will continue to support teachers as they document academic tier 1 interventions in BASIS. Weekly grade-level RtI

meetings are scheduled on Thursdays following the grade level's Wednesday RtI meeting so all teachers can learn the most recent updates to the RtI process and receive updates.

BP 3: ELOs have been expanded to include before and after school opportunities Monday - Thursday to allow students access to a certified teacher whom works with them on achieving their goals. Additionally, Saturday ELOs have been offered earlier and more frequent than in previous years.

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

Progress monitoring data is collected monthly through CFAs through all content areas. Data from CFAs is then used to plan remediation activities both during classroom time as well as immersion experiences and ELOs.

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

Students that are not meeting expected progression targets are both encouraged and reward for attending ELOs as well as recorded for RtI and interventions are documented. Additionally, teachers collaborate with parents / guardians through phone and in-person conferences as well as events such as Curriculum night where data chats are held with families.

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

When planning lessons, teachers make accommodations for all learners based on IEPs, 504s, ELL plans, etc as well as include a wide variety of teaching strategies to address the learning needs of diverse student populations.

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

In collaboration with department chairs, administration frequently visits classrooms to verify that instruction is standards-based and that student tasks meet the demand of the standard. Coach and administration use the IPG tool with teachers to develop their classroom practices and have follow-up conversations based on classroom observations. Leadership then collaborates as a team to verify that the needle is pointing in the right direction.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

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

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
To accomplish this goal, teachers will continue to engage in TNTP cycles, increase the frequency of CFAs, engage in closely monitoring results of CFAs and remediate as necessary when targets are not met.	Dr. Hassad, Literacy Coach; Ms. Anderson - ELA Chair, Dr. Norris - AP over ELA	6/1/2019	Provided in house and through district coaches.	

School Improvement Plan (SIP)

School Name Olsen MS (0471)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
All departments	Wednesday	1st2nd3rd4th	8/21/2018 - 6/28/2019	2:00 PM - 2:45 PM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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Data For: 2017-2018 (Last updated: 7/18/2018)						
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Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

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

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday Thursday	1st, 2nd, 3rd	8/22/2018 - 6/5/2019	8:00 AM - 9:30 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Evidence/Artifacts

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SCHOOL ADVISORY COUNCIL (SAC)

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SAC_Meeting_September27.pdf	October	Developed	10/18/2018
SAC-Agenda_September2018.pdf	October	A+ Funds	10/18/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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Goals

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

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meetings are scheduled on Thursdays following the grade level's Wednesday RtI meeting so all teachers can learn the most recent updates to the RtI process and receive updates.

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In collaboration with department chairs, administration frequently visits classrooms to verify that instruction is standards-based and that student tasks meet the demand of the standard. Coach and administration use the IPG tool with teachers to develop their classroom practices and have follow-up conversations based on classroom observations. Leadership then collaborates as a team to verify that the needle is pointing in the right direction.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

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

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
To accomplish this goal, teachers will continue to engage in TNTP cycles, increase the frequency of CFAs, engage in closely monitoring results of CFAs and remediate as necessary when targets are not met.	Dr. Hassad, Literacy Coach; Ms. Anderson - ELA Chair, Dr. Norris - AP over ELA	6/1/2019	Provided in house and through district coaches.	

School Improvement Plan (SIP)

School Name Plantation MS (0551)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Departmental PLC's - Plantation Middle School Professional Learning Community	Wednesday	1st2nd3rd4th	8/29/2018 - 5/1/2018	8:15 AM - 9:15 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
06	240	12.90	24.20	17.10	39.60	25.40
07	256	14.50	19.50	20.70	32.00	22.30
08	267	15.00	27.30	22.10	32.60	27.70

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

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

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

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

RtI Team Meeting Schedule

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Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	8/15/2018 - 6/4/2018	1:00 PM - 4:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</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
PLMS-SAC-dates-18-19.docx	November	A+ Funds	11/6/2018
Oct-2018-Minutes.pdf	October	A+ Funds	11/6/2018
OCTOBER-SAC-DOCUMENTS2018-10-26-135752.pdf	October	A+ Funds	10/26/2018
SAC-SEPT-Minutes-2018.docx	October	A+ Funds	10/3/2018
SAC-COMPOSITION-REPORT-2018-20192018-09-11-161451.pdf	September	A+ Funds	9/11/2018
SAC-AGENDA-SIGN-IN-SHEET--0920182018-09-11-161127.pdf	September	A+ Funds	9/11/2018
SAC-BYLAWS2018-09-11-160807.pdf	September	SAC ByLaws	9/11/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	404	61 of 69	6	120	240

Goals

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

Based on the FSA data, we will target ELA Reading/Writing, Mathematics and Science.

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

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

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

Teachers participate in weekly professional learning communities that target standards based instruction. In addition, different departments are collaborating together to create units of study that support the different content areas such as Reading, Language Arts, Math, Social Studies and the Elective areas. Teachers implement BEST (Beyond Expected Student Targets) and CARE (Curriculum, Assessment, Remediation, and Enrichment) in an effort to monitor student progress and provide strategies that will remediate, maintain, and enrich their skills.

The best practices will include a school wide focus calendar and specific strategies that will enhance and develop student skills: Close Reading Strategies, Cornell Note Taking Strategies and Academic Vocabulary & Lexile Interventions.

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

Each content area will submit progress monitoring data (lexile level testing, FSA scores, student diagnostics results, Standards based assessments, and BAT results) once a month to validate best practices and or change instructional practices based on student results. Each department will participate in monthly data chats and present evidence of student exemplars and work samples to administration, department chairs, and district support personnel.

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

Students not progressing toward school and district goals will be identified for Tier 2 and Tier 3 Interventions and referred to the MTSS-RTI committee for additional evaluations, support and or placement. Parents will be notified and included in with committee meetings. The MTSS-RTI team will set up a schedule for progress monitoring and meetings.

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

All students will have access to the curriculum via CANVAS, I-READY, STUDY ISLAND and CommonLit. Students will be presented with visuals and electronic versions of the curriculum to meet UDL for effective instructional design and delivery.

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

Administration and department chairpersons will monitor classroom instruction and progress with Tier 1 Standards Based classroom by completing classroom observations and reviewing student work and exemplars during monthly data chats.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

The Language Arts department will use Legacy Writes documents and the Collections textbook/series. The Math department will utilize 6th Grade: Go Math?, 7th grade Go Math, and 8th grade Go Math textbooks and supplemental materials.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Pull out groups, Saturday camps, and curriculum	Department Chairs	6/4/2019	Study Island Professional Development	\$9,462.50
Pull out groups, Saturday camps, and curriculum	Administration and Department chairs	6/4/2019	Legacy Writes	\$8,000.00

School Improvement Plan (SIP)

School Name Plantation MS (0551)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Departmental PLC's - Plantation Middle School Professional Learning Community	Wednesday	1st2nd3rd4th	8/29/2018 - 5/1/2018	8:15 AM - 9:15 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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08	267	15.00	27.30	22.10	32.60	27.70

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

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

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

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

RtI Team Meeting Schedule

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Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	8/15/2018 - 6/4/2018	1:00 PM - 4:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</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
PLMS-SAC-dates-18-19.docx	November	A+ Funds	11/6/2018
Oct-2018-Minutes.pdf	October	A+ Funds	11/6/2018
OCTOBER-SAC-DOCUMENTS2018-10-26-135752.pdf	October	A+ Funds	10/26/2018
SAC-SEPT-Minutes-2018.docx	October	A+ Funds	10/3/2018
SAC-COMPOSITION-REPORT-2018-20192018-09-11-161451.pdf	September	A+ Funds	9/11/2018
SAC-AGENDA-SIGN-IN-SHEET--0920182018-09-11-161127.pdf	September	A+ Funds	9/11/2018
SAC-BYLAWS2018-09-11-160807.pdf	September	SAC ByLaws	9/11/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	404	61 of 69	6	120	240

Goals

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

Based on the FSA data, we will target ELA Reading/Writing, Mathematics and Science.

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

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

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

Teachers participate in weekly professional learning communities that target standards based instruction. In addition, different departments are collaborating together to create units of study that support the different content areas such as Reading, Language Arts, Math, Social Studies and the Elective areas. Teachers implement BEST (Beyond Expected Student Targets) and CARE (Curriculum, Assessment, Remediation, and Enrichment) in an effort to monitor student progress and provide strategies that will remediate, maintain, and enrich their skills.

The best practices will include a school wide focus calendar and specific strategies that will enhance and develop student skills: Close Reading Strategies, Cornell Note Taking Strategies and Academic Vocabulary & Lexile Interventions.

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

Each content area will submit progress monitoring data (lexile level testing, FSA scores, student diagnostics results, Standards based assessments, and BAT results) once a month to validate best practices and or change instructional practices based on student results. Each department will participate in monthly data chats and present evidence of student exemplars and work samples to administration, department chairs, and district support personnel.

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

Students not progressing toward school and district goals will be identified for Tier 2 and Tier 3 Interventions and referred to the MTSS-RTI committee for additional evaluations, support and or placement. Parents will be notified and included in with committee meetings. The MTSS-RTI team will set up a schedule for progress monitoring and meetings.

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

All students will have access to the curriculum via CANVAS, I-READY, STUDY ISLAND and CommonLit. Students will be presented with visuals and electronic versions of the curriculum to meet UDL for effective instructional design and delivery.

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

Administration and department chairpersons will monitor classroom instruction and progress with Tier 1 Standards Based classroom by completing classroom observations and reviewing student work and exemplars during monthly data chats.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

The Language Arts department will use Legacy Writes documents and the Collections textbook/series. The Math department will utilize 6th Grade: Go Math?, 7th grade Go Math, and 8th grade Go Math textbooks and supplemental materials.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Pull out groups, Saturday camps, and curriculum	Department Chairs	6/4/2019	Study Island Professional Development	\$9,462.50
Pull out groups, Saturday camps, and curriculum	Administration and Department chairs	6/4/2019	Legacy Writes	\$8,000.00

School Improvement Plan (SIP)

School Name Ramblewood ES (2721)

School Year 2018 - 2019

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
2721 Math 4/5	Thursday		9/16/2018 - 5/15/2019	2:15 PM - 3:00 PM	4, 5
2721 ELA 4-5	Thursday		9/16/2018 - 5/15/2019	2:15 PM - 3:00 PM	4, 5
2721 ELA 3	Thursday		9/16/2018 - 5/15/2019	2:15 PM - 3:00 PM	3
2721 ELA 2	Tuesday		9/16/2018 - 5/15/2019	2:15 PM - 3:00 PM	2
2721 ELA 1	Tuesday		9/16/2018 - 5/15/2019	2:15 PM - 3:00 PM	1
2721 ELA Pre-K	Tuesday		9/6/2018 - 5/15/2019	2:15 PM - 3:00 PM	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: 2017-2018 (Last updated: 7/18/2018)						
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	130	16.20	0.80	0.00	30.80	6.20
01	114	20.20	5.30	0.00	21.90	11.40
02	145	19.30	0.00	0.00	15.90	4.10
03	169	15.40	0.00	0.00	16.60	2.40
04	140	15.00	0.70	0.00	22.90	3.60
05	152	11.20	1.30	0.00	32.90	3.90

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

iReady
Level Literacy Intervention
Soars to Success
Foundations

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th, 5th	8/27/2018 - 5/27/2019	8:00 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
18-19-By-Laws.pdf	October	SAC ByLaws	10/31/2018
18-19-SAC-Meeting-Dates.pdf	October	SAC ByLaws	10/31/2018
10-17-18-Minutes.docx	October	SAC ByLaws	10/30/2018
10-17-SAC-Sign-In.pdf	October	SAC ByLaws	10/30/2018
10-17-SAC-Agenda.docx	October	SAF ByLaws	10/30/2018
18-19-SAC-Composition.pdf	October	SAC ByLaws	10/30/2018
9-12-SAC-Sign-In.pdf	October	A+ Funds	10/1/2018
9-12-SAC-Minutes.docx	September	SAC ByLaws	9/30/2018
9-12-SAC-Agenda.docx	September	SAC ByLaws	9/30/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
5	309	145 of 149	1	141	281

Goals

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

According to our 2017-18 FSA results, Ramblewood Elementary ranked 145 out of 149 in SES Band 5. Our over-all Learning Gains in ELA were 48% and 45% in Math. The learning Gains for our lowest quartile in ELA were 27% and 29% in Math. Therefore, increasing our learning gains over-all in both ELA and Math are our targets for the 2018-19 school year.

We will also focus on Science K-5 as our FCAT Science data was 45% decreasing by 1% from the previous year. Our goal is to continue improving upon our Science Achievement.

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

Utilize diagnostic Benchmark Assessments System (BAS)

Implement instructional components from the Literacy Continuum

Daily Tier 1 small group instruction

Daily Science instruction: K-3 instruction through ELA block; 4-5 through the Science block

Differentiated math practice through small group instruction

On-Going Professional Learning Communities (PLC)
Targeted double dose reading and math intervention

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

Benchmark Assessment System (BAS) - The implementation of assessing students using Benchmark Assessment System (BAS) will be continued. Teachers will use BAS data to diagnose reading targets, group students, and align specific reading instruction to all students based on their most current needs. All teachers will or have attended the latest and most updated BAS training to ensure our implementations of the assessments are uniform and valid with county expectations.

Literacy Continuum - Teachers will become more familiar with the instructional components of the continuum in relation to students' BAS. The Literacy Continuum, a balanced literacy approach, will help teachers break standards into teaching targets in order to implement instruction, conferencing, create instructional groups, and provide specific feedback.

Tier 1 Small Group Instruction - All classrooms will engage in Science daily through interactive read alouds, shared reading, scientific inquiries, and experiments.

Differentiated Math Practice - The differentiation of math skills for supplemental independent practice will be done through I Ready individual pathways, standards-based lessons, individual center activities, and performance tasks. Students will be able to practice current skills, review of areas of need, or progress on to forthcoming skills by use of videos, lessons, and practices aligned to the FSA.

Professional Learning Communities (PLC) - Teams will collaborate through data-driven PLC's. Each grade level team will meet throughout the year to analyze student data, plan culturally responsive instruction, adjust and break down curriculum and standards, share best practices and instructional strategies, and create scope and sequences for instruction.

Targeted Double Dose Intervention - Double dose reading and math intervention groups will be made based off students' specific needs. The instructional focus for reading intervention groups will be targeted and guided by data collected from student BAS, I Ready performance, and classroom observation. LLI will be implemented to meet students' needs toward reading development. In Math, intervention groups will be targeted and guided by data collections from student performance on grade level common assessments, classroom observations, and individual I Ready pathways through I Ready.

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

Primary Grade Levels

Kindergarten – Letter Names & Sound and Concepts of Print, Individual students' reading BAS (as needed)

First - Second – Individual students' reading BAS (Quarterly and as needed) On-going LLI data

Intermediate Grade Levels

Third – Individual students' reading BAS (Quarterly and as needed), district mandated Keystones, I Ready Diagnostic (beginning, middle and end), I Ready Standards Mastery Assessments (every two-four weeks, depending on the standard)

Fourth and Fifth – Individual students' reading BAS (Quarterly and as needed), I Ready Diagnostic

(beginning, middle and end), I Ready Standards Mastery Assessments (every two-four weeks, depending on the standard)

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

Teachers, along with the instructional leadership team, will meet continuously for Data Chats in which each students' progress and current academic standing is addressed and action plans for success are put into place. Rtl meeting dates are provided for the team to work collaboratively to evaluate specific students' progress and adjust instructional support as needed.

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

All Grade level PLCs collaborate to plan student specific instructional opportunities using the balanced literacy approach and culturally responsive teaching. Continued learning and support will be provided to teachers on culturally responsive teaching. Teachers use WIDA standards, IEP, EP and 504 goals and strategies to guide their instructional delivery. These expectations are documented within teacher lesson plans and grade level PLC minutes.

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

To ensure classroom instruction is aligned to grade level Florida Standards, we incorporate the following in all classrooms:

- School-wide Balanced Literacy training will be provided for the staff by the district. DBQ training will be provided for teachers in grades 4-5 on site by the district. Teachers will implement Balanced Literacy instruction in the classrooms with continued support.
- Professional Development aligned with standards will be provided to all teachers based on grade level and/or teacher specific needs. (BAS Administration and Implementation, Differentiated Instruction, Small Group Guided Instruction, Interactive Read Alouds, Shared Reading, Math Standards-Based Instruction)
- Daily Schedule – maximizes instructional time and creates a uniform intervention block to meet the needs of all learners.
- Calendared common assessment and performance tasks demonstrating an understanding of grade-level standards.
- Flexible grouping that aligns standard based instruction guided by BAS continuum per students' needs.
- Reading resource room provides leveled readers and content leveled readers to ensure instruction for all levels, while aligned with standards.
- Computer-based individualized interventions to reinforce and support instruction towards meeting grade level standards
- Data evaluation and continuous progress monitoring in order to guide instruction is on-going within grade level PLCs and discussed at Data Chats and Rtl meetings with the instructional leadership team.
- Utilizing instructional materials and resources aligned to the standards for all subject areas.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

- Journeys small group leveled reading books.
- Social Studies Adoption anchor texts and leveled readers
- Science A-Z, Stemsopes, Science Anchor texts,
- Flocabulary, K-3 Scholastic Kids Magazines, 4-5 Storyworks
- Leveled Literacy Intervention
- NewsELA
- Reading Resource Room – Leveled readers in all content areas and non-fiction Scholastic Short Reads
- Classroom libraries include fiction and non-fiction books in a variety of genres.
- Regularly scheduled class visits to the media center to borrow nonfiction books, amongst other genres.
- Students have digital codes to access public library resources
- Increased number of student laptops in grades K-5 classrooms with access to eBooks and more informational text.
- All fourth and fifth graders are assigned individual laptops providing ample access to informational text throughout the school day.

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

Based on the Broward County SEL standards and school needs, programs, strategies, and practices are implemented throughout the year and as needed.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

The initiative of Social Emotional Learning was introduced to the staff through collaborative brainstorming and guidance towards expanding on current practice for Social Emotional Learning. Teachers expanded their resources for implementing Social Emotional Learning within the classrooms.

Students will be introduced to the five competencies through the district powerpoint. These skills will be expanded on through a wide variety of programs, strategies, and practices as noted on our Ramblewood SEL Plan

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

Ramblewood's schoolwide behavior management plan fosters support of social emotional learning for all students. Students are encouraged and recognized for making good choices throughout campus. Caught Being Good tickets are given as incentives for continued following of Ramblewood's rules and expectations. Community involvement assists in the implementation of social emotional learning for our students through, Book Buddies, Listeners, and Latinos in Action

School Improvement Plan (SIP)

School Name Ramblewood MS (2711)

School Year 2018 - 2019

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 Department PLC	Friday	1st2nd3rd4th	8/17/2018 - 5/31/2019	8:20 AM - 9:10 AM	6, 7, 8
Electives Department PLC	Friday	1st2nd3rd4th	8/17/2018 - 5/31/2019	8:20 AM - 9:10 AM	6, 7, 8
Language Arts Department PLC	Friday	1st2nd3rd4th	8/17/2018 - 5/31/2019	8:20 AM - 9:10 AM	6, 7, 8
Social Studies Department PLC	Friday	1st2nd3rd4th	8/17/2018 - 5/31/2019	8:20 AM - 9:10 AM	6, 7, 8
Reading Department PLC	Friday	1st2nd3rd4th	8/17/2018 - 5/31/2019	8:20 AM - 9:10 AM	6, 7, 8
Science Department PLC	Friday	1st2nd3rd4th	8/17/2018 - 5/31/2019	8:20 AM - 9:10 AM	6, 7, 8
Math Department PLC	Friday	1st2nd3rd4th	8/17/2018 - 5/31/2019	8:20 AM - 9:10 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
06	448	11.20	7.60	3.60	30.10	9.40
07	446	16.80	6.70	7.60	21.70	10.50
08	400	12.80	12.00	12.00	17.30	13.30

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

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

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

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	8/23/2018 - 5/23/2019	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	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p>	

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
CartRotation2019D.xlsx	Standard 4: Resources and Support Systems (4.5)	10/3/2018
RMS-SAFE-TEAM-HANDBOOK-18-19.docx	Standard 2: Governance and Leadership (2.1, 2.2) Standard 4: Resources and Support Systems (4.3)	10/3/2018
RMS-CODE-RED-DRILLS-18-19.docx	Standard 2: Governance and Leadership (2.1, 2.2)	10/3/2018
PERIMETER-CHECK-LOG.docx	Standard 2: Governance and Leadership (2.1, 2.2) Standard 4: Resources and Support Systems (4.3)	10/3/2018
Start-with-Hello-PPT.pdf	Standard 4: Resources and Support Systems (4.6, 4.7)	10/3/2018

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
2711-SAF-Bylaws-18-19.docx	November	SAF ByLaws	11/7/2018
2711-SAC-ByLaws-18-19.pdf	November	SAC ByLaws	11/7/2018
RMS-October-SAC-SAF-Attendance.pdf	October	None	11/7/2018
RMS-September-SAC-SAF-Attendance.pdf	September	None	11/7/2018
RMS-SAF-Minutes-10-18-18.pdf	October	None	10/29/2018
RMS-SAC-Minutes-10-18-18.pdf	October	Monitored	10/29/2018
2018-2019-SAC-PTO-Meetings.docx	August	None	10/9/2018
2711_SAF_MINUTES_9202018.docx	September	None	10/9/2018
2711_SAC_Minutes_092018.docx	September	Monitored	10/9/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

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	527	30 of 56	5	91	181

Goals

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

Based on our most recent data, Ramblewood will focus on improving student achievement in the area of ELA. This area was chosen because it displayed the lowest learning gains of 47%.

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

The BEST practices that will be scaled-up to improve teaching and learning is Ramblewood's "Teachers Opening Doors (TOD) and CARE Wednesdays. TOD will be held during 2nd quarter (11/15/18). During TOD, teachers will open their classrooms and invite their colleagues to showcase their lessons. This allows teachers to share best practices. Moreover, our core teachers will collaborate in our SES band to share ideas, lesson plans and work samples this year. CARE is held every Wednesday from 8:20 a.m. - 9:00 a.m. Students are allowed into the school during those times for extra tutoring from whichever class they decide they need help in.

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

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

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

Ramblewood Middle participates in a monthly common formative assessment cycle. Power standards are decided on and specifically taught during the month.

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

Students who are not progressing toward school and district goals are referred to the RTI team. The student is then given the needed supports to help them achieve school and district goals. Also, Formal iObservation by administration help to ensure satate standard are being taught and the rigor of the lessons.

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

Professional development is provided to all teachers to provide effective and varied planning and teaching methods. Also, Formal observations by administration and one on ones with the teacher are conducted to ensure that classroom instruction is effective for our students different learning abilities.

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

Tier 1 academic strategies are provided to teachers during professional development meetings. Lesson plans outlining tier 1 strategies are completed by teachers and submitted to administration. Also, Formal observations by administration and one on ones with the teacher are conducted to ensure that tier 1 standards based classroom instruction is being implemented properly and effectively.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

Ramblewood Middle uses the following to ensure that students have access to a balance of literacy and informational text in a variety of mediums:

Newsela
Achieve 3000
IXL.com
Content area specific workbooks
District provided printed textbooks
District provided online textbooks
Media center books

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

Ramblewood Implements SEL standards by using the Sandy Hook Promise - Starts with Hello program, peer mentoring, peer counseling curriculum, recognizing random acts of kindness, the school's kids or character program and the Naviance online program.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

Ramblewood Middle teaches the SEL competencies school-wide and in the classroom using the following programs:
Peer counselors come into language arts classes to present Sandy Hook Promise - Start with Hello program
Weekly recognizing random acts of kindness, the recognized child gets certificate and ice cream pass
At lunches, ice cream passes are passed out to students completing Naviance goal setting
The school participated in school-wide, classroom and after care peace week presentations
Students are taught conflict mediation skills

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

Ramblewood Middle's school-wide policy and practices establish positive student relationships that require cooperation, communicating respectfully and constructively resolving conflicts with others.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Teachers Opening Doors	Lynne Bonny	5/31/2019	n/a	n/a
CARE Wednesdays	Kathleen Neville	5/29/2019	n/a	n/a

School Improvement Plan (SIP)

School Name Sawgrass Springs MS (3431)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Leadership team PLC	Monday	1st2nd3rd4th5th	7/18/2018 - 6/12/2019	9:30 AM - 10:30 AM	6, 7, 8
Electives	Tuesday	1st2nd3rd4th5th	8/21/2018 - 6/5/2019	8:30 AM - 9:10 AM	6, 7, 8
Social Studies	Tuesday	1st2nd3rd4th5th	8/21/2018 - 6/5/2019	8:30 AM - 9:10 AM	6, 7, 8
Science	Tuesday	1st2nd3rd4th5th	8/21/2018 - 6/5/2019	8:30 AM - 9:10 AM	6, 7, 8
Reading	Tuesday	1st2nd3rd4th5th	8/21/2018 - 6/5/2019	8:30 AM - 9:10 AM	6, 7, 8
ELA/Language Arts	Tuesday	1st2nd3rd4th5th	8/21/2018 - 6/5/2019	8:30 AM - 9:10 AM	6, 7, 8
Mathematics	Tuesday	1st2nd3rd4th5th	8/21/2018 - 6/5/2019	8:30 AM - 9:10 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
06	390	10.50	14.60	3.80	26.20	12.60
07	446	15.90	11.20	6.10	16.80	9.00
08	454	15.00	15.20	0.90	16.30	9.70

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

Behavior

- Tier 1 Classroom Management Techniques, Group Counseling, Mentoring Program
- Tier 2 FBA
- Tier 3 PBIP

Academic

- Tier 1 Whole class, peer buddies, peer counselors
- Tier 2 Small Groups, reteach, pull out for math and reading
- Tier 3 Increase intensity

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/21/2018 - 6/4/2019	9:30 AM - 11:30 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
EproveReport_SS_Student.pdf		10/17/2018
EProveReport_SS_Parent.pdf		10/17/2018
Eprove-surveyReport_SS_Staff.pdf		10/17/2018
highly-qualified-2018-2019.xlsx		10/17/2018
SAC09052018Agenda.docx		9/27/2018
SACMinutes-September-2018.doc		9/17/2018
3431_02222016_3431_12072015_Big-Brothers--3.9_4.6.docx		9/12/2018

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
SACMinutes-October-032018.doc	October	Developed	10/8/2018
SAC-By-Laws2018-10-05-140011.pdf	October	SAC ByLaws	10/8/2018

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SAC09052018Agenda.docx	September	Developed	9/27/2018
SACMinutes-September-2018.doc	September	Developed	9/17/2018
Septsign-in-image2018-09-11-092715.pdf	September	Developed	9/11/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
5	543	26 of 56	-543	83	165

Goals

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

We are continuing to focus on ELA. We want to maintain the high degree of performance we achieved last year in the performance in all grades. We want to maintain this progress this school year to ensure this trend continues. We will also be focusing on Mathematics for all grade levels based on our FSA data.

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

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

Differentiated Instruction

The effective scaffolding of literacy instructional strategies

Data chats with teachers and students to analyze data and identify areas of improvement.

Utilizing the RtI early warning signs to identify students

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

Sawgrass Springs Middle Literacy teachers will continue in August 2018 with district support with a strong focus on scaffolding standards and lessons through effective lesson planning and through authentic PLC's. Lesson modeling and intervisitations will occur on an ongoing basis throughout the year.

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

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

Common assessments are given at the end of each Unit in each grade level, about once every 4 weeks. In between the common assessment, PLC time the teachers will create share best practices to close the gap with small projects, activities and other resources to enhance the day-to-day lessons. Data from these in class supplements are also discussed and analyzed to remediate and enrich students.

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

Invited to Saturday Camp- extended learning opportunity

scheduled for pull-out opportunity with instructional coach

assigned staff member as a mentor (mentor role includes one-on-one conferencing regarding academic progress)

monitor student with daily progress report to be completed by each teacher and reviewed by both parent and counselor or administrator

request parent conference

Administrative data chat with students

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

The school will ensure that all classroom instruction is accessible using UDL through lesson plan checks, classroom observations, walkthroughs, and formative and summative assessments.

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

The school will ensure that all classroom instruction is accessible using UDL through lesson plan checks, classroom observations, walkthroughs, and formative and summative assessments.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

Collections - 6th, 7th, 8th grade Language Arts and Reading

Inside Book B & Book C – 6th, 7th, 8th grade Reading

Newsela – Internet-based instructional program providing thousands of news articles with activities and questions aligned to Florida standards

The Instructional Focus Calendars for both Language Arts and Reading include the standards for informational text as well as literature and include the anchor texts for each collection of stories which are a variety of literature and nonfiction. Newsela and CommonLit.org are supplemental materials used in both Language Arts and Reading.

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

All grades 6-8 middle school students will demonstrate the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset." This will be evidenced by quantitative and qualitative data derived from teacher-made assessments.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

In order to develop self-awareness and self-management skills, we implemented SEL lessons using the Hands-on Classroom curriculum in all 1st-period classes. Staff encourages/ implement the 4 Bs school-wide behavior system to build a culture of accountability.

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

Our school's culture encourages students to be aware of their thoughts, feelings, and emotions, which enable them to empathize with others; Students are given the tools to manage their behavior and seek support when needed.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
CFA's, Canvas, USATestprep	Emily Reidmeyer and	6/5/2019	Weekly PLC's	\$2,000.00
CARE professional development initiative training on planning days delivered by the school's Professional Development Committee.	Dr. Marcia Richards and Mr. Lorry Greenberg	6/5/2019	Weekly PLC's	\$1,200.00
CFA's, Canvas, USATestprep	Fran McMahan, Lorry Greenberg	6/5/2019	Weekly PLC's	\$2,000.00
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School Improvement Plan (SIP)

School Name Sawgrass Springs MS (3431)

School Year 2018 - 2019

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.

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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)

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

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RtI Team Meeting Schedule

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BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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BEST PRACTICE #4

Scaling Up BEST Practices

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In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

In order to develop self-awareness and self-management skills, we implemented SEL lessons using the Hands-on Classroom curriculum in all 1st-period classes. Staff encourages/ implement the 4 Bs school-wide behavior system to build a culture of accountability.

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

Our school's culture encourages students to be aware of their thoughts, feelings, and emotions, which enable them to empathize with others; Students are given the tools to manage their behavior and seek support when needed.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
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CARE professional development initiative training on planning days delivered by the school's Professional Development Committee.	Mrs. Deanna Waters, Mrs. Denise Pasquale-Laurel,	6/5/2019	Weekly PLC's	\$1,200.00

School Improvement Plan (SIP)

School Name Seminole MS (1891)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ELA PLC	Monday	1st2nd3rd4th5th	9/27/2018 - 5/20/2018	7:15 AM - 7:45 AM	6, 7, 8
Social Studies PLC	Monday	1st2nd3rd4th5th	9/27/2018 - 5/20/2019	7:15 AM - 7:45 AM	6, 7, 8
Science PLC	Monday	1st2nd3rd4th5th	9/27/2018 - 5/20/2018	7:15 AM - 7:45 AM	6, 7, 8
Math PLC	Monday	1st2nd3rd4th5th	9/27/2018 - 5/20/2018	7:15 AM - 7:45 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
06	388	11.30	11.30	8.00	18.00	9.50
07	373	12.10	15.80	9.40	26.50	17.40
08	455	16.30	14.90	8.10	22.20	13.60

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

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

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	8/22/2018 - 5/28/2018	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
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Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
1891_SAC-Dates.docx	November	None	11/7/2018
SAC-Agenda-101018.pdf	October	Monitored	10/17/2018
SAC-Agenda-091218.pdf	October	Developed	10/17/2018
SAC-ByLaws_20182019.pdf	October	SAC ByLaws	10/17/2018
SAC-Meeting-Notes-10-10-18.docx	October	Monitored	10/17/2018
School-Advisory-Council-Meeting-Notes-9-12-18.docx	October	Developed	10/17/2018
Scanned_from_a_Lexmark_Multifunction_Product10-10-2018-090406.pdf	October	Monitored	10/17/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

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	547	24 of 56	1	81	161

Goals

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

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

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

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

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

Teachers are working together during their common planning time to find meaningful and interesting ways to create lessons that include the Marzano instructional strategies. They are using the data from the CFA's (common formative assessments) to drive their instruction, in tandem with the learning scales and rubrics. Through the common planning, teachers are disaggregating CFA data to create lessons that either remediate or provide opportunities for enrichment. Teachers are also working within their teams to plan cross-curricular activities so that students can experience real-world application of the Florida Standards. All teachers have access to computer carts or labs, therefore, they are utilizing technology based lessons and instruction.

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

Each department gives a monthly common formative assessment based on the standards they have taught that month. After testing is completed teachers receive the data and use it to drive their instruction. Teachers also complete a data chat form that is used during the monthly Principal Data Chats. These take place with the Principal and grade level and subject area AP. Teachers are aware of their data on a monthly basis.

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

Since teachers are always aware of how their students are progressing in their classes, they are also always planning remediation lessons and reteaching as needed. This happens through the Friday Focus activities in both math and ELA. Science uses the Science Dailies for remediation of weak skill areas. These are done daily through the classroom do now. Teachers are also in constant communication with the Support Facilitators in order to help their ESE students who might not be progressing towards the school and district goals.

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

Due to our school schedule, teachers are able to meet during a common planning by subject area. During this time they plan and design lessons that focus on the school and district goals, quality instruction, and blended learning. They also share best practices and discuss pedagogy. While working together teachers are able to plan and implement research based teaching and learning strategies. Teachers also discuss effective lesson planning during the weekly team meetings and ESE PLC.

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

Administrators are part of the weekly common planning time. They provide input and support. They also are in classrooms to help teachers effectively provide instruction. The leadership team consistently discusses progress monitoring and classroom instruction. This ongoing discussion and area of focus ensures that all teachers are implementing tier 1 standards in their classrooms.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

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

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

Teachers implement activities within their instruction that allows students to manage their emotions, solve problems effectively and establish positive relationships with others. Teachers also provide direct instruction in skills that enable students to succeed and ensure that students are college and career ready and be responsible citizens and decision makers. Guidance counselors hold assemblies on welcoming and accepting all students. They are also available for students during all lunch blocks.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

THE SEL standards are being explicitly taught through the School-Wide Behavior Plan. All teachers are expected to implement the core values of respect, integrity, safety, and empathy.

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

Students are encouraged to speak up if they see a problem, step in and be a friend as needed, and support their classmates. Bullying and unkind behavior is not tolerated in the classrooms or hallways. Guidance, Administrators, and the Leadership Team are available and accessible to all students, as needed.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Remediation/Recovery Program	William Deklavon	6/4/2019		
FSA Virtual Camp	William Deklavon	6/4/2019		
Math Camp	William Deklavon	6/4/2019		
Incentives for ELO	Shantell Curry	6/4/2019		
Reading for all students	William Deklavon	6/4/2019		
Double Dose for Math for Levels 1 and 2	William Deklavon	6/4/2019		

Strategies	Persons responsible	Deadline	Professional Development	Budget
Coach Digital for ELA common formative assessments	Shantell Curry	6/4/2019		
USATestPrep for common formative assessments (Math, SS, Sci)	Jill Fiorentino	6/4/2019		
Reading, Math & Science Pullout	William Dekalavon	6/1/2019		

School Improvement Plan (SIP)

School Name Seminole MS (1891)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ELA PLC	Monday	1st2nd3rd4th5th	9/27/2018 - 5/20/2018	7:15 AM - 7:45 AM	6, 7, 8
Social Studies PLC	Monday	1st2nd3rd4th5th	9/27/2018 - 5/20/2019	7:15 AM - 7:45 AM	6, 7, 8
Science PLC	Monday	1st2nd3rd4th5th	9/27/2018 - 5/20/2018	7:15 AM - 7:45 AM	6, 7, 8
Math PLC	Monday	1st2nd3rd4th5th	9/27/2018 - 5/20/2018	7:15 AM - 7:45 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
06	388	11.30	11.30	8.00	18.00	9.50
07	373	12.10	15.80	9.40	26.50	17.40
08	455	16.30	14.90	8.10	22.20	13.60

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

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

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	8/22/2018 - 5/28/2018	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	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
1891_SAC-Dates.docx	November	None	11/7/2018
SAC-Agenda-101018.pdf	October	Monitored	10/17/2018
SAC-Agenda-091218.pdf	October	Developed	10/17/2018
SAC-ByLaws_20182019.pdf	October	SAC ByLaws	10/17/2018
SAC-Meeting-Notes-10-10-18.docx	October	Monitored	10/17/2018
School-Advisory-Council-Meeting-Notes-9-12-18.docx	October	Developed	10/17/2018
Scanned_from_a_Lexmark_Multifunction_Product10-10-2018-090406.pdf	October	Monitored	10/17/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

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	547	24 of 56	1	81	161

Goals

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

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

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

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

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

Teachers are working together during their common planning time to find meaningful and interesting ways to create lessons that include the Marzano instructional strategies. They are using the data from the CFA's (common formative assessments) to drive their instruction, in tandem with the learning scales and rubrics. Through the common planning, teachers are disaggregating CFA data to create lessons that either remediate or provide opportunities for enrichment. Teachers are also working within their teams to plan cross-curricular activities so that students can experience real-world application of the Florida Standards. All teachers have access to computer carts or labs, therefore, they are utilizing technology based lessons and instruction.

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

Each department gives a monthly common formative assessment based on the standards they have taught that month. After testing is completed teachers receive the data and use it to drive their instruction. Teachers also complete a data chat form that is used during the monthly Principal Data Chats. These take place with the Principal and grade level and subject area AP. Teachers are aware of their data on a monthly basis.

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

Since teachers are always aware of how their students are progressing in their classes, they are also always planning remediation lessons and reteaching as needed. This happens through the Friday Focus activities in both math and ELA. Science uses the Science Dailies for remediation of weak skill areas. These are done daily through the classroom do now. Teachers are also in constant communication with the Support Facilitators in order to help their ESE students who might not be progressing towards the school and district goals.

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

Due to our school schedule, teachers are able to meet during a common planning by subject area. During this time they plan and design lessons that focus on the school and district goals, quality instruction, and blended learning. They also share best practices and discuss pedagogy. While working together teachers are able to plan and implement research based teaching and learning strategies. Teachers also discuss effective lesson planning during the weekly team meetings and ESE PLC.

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

Administrators are part of the weekly common planning time. They provide input and support. They also are in classrooms to help teachers effectively provide instruction. The leadership team consistently discusses progress monitoring and classroom instruction. This ongoing discussion and area of focus ensures that all teachers are implementing tier 1 standards in their classrooms.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

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

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

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

Students are encouraged to speak up if they see a problem, step in and be a friend as needed, and support their classmates. Bullying and unkind behavior is not tolerated in the classrooms or hallways. Guidance, Administrators, and the Leadership Team are available and accessible to all students, as needed.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Remediation/Recovery Program	William Deklavon	6/4/2019		
FSA Virtual Camp	William Deklavon	6/4/2019		
Math Camp	William Deklavon	6/4/2019		
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Reading, Math & Science Pullout	William Dekalavon	6/1/2019		

School Improvement Plan (SIP)

School Name Silver Lakes MS (2971)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Reading Department Professional Learning Community	Wednesday	1st2nd3rd4th5th	8/8/2018 - 5/15/2019	8:20 AM - 9:00 AM	6, 7, 8
Mathematics Department Professional Learning community	Tuesday	1st2nd3rd4th5th	8/8/2108 - 5/15/2019	8:20 AM - 9:00 AM	6, 7, 8
English Language Arts Professional Learning Community	Monday	1st2nd3rd4th5th	8/8/2018 - 5/15/2019	8:20 AM - 9:00 AM	6, 7, 8
Science Department Professional Learning Community	Wednesday	1st2nd3rd4th5th	8/8/2018 - 5/15/2019	8:20 AM - 9:00 AM	6, 7, 8
Social Studies Department Professional Learning Community	Tuesday	1st2nd3rd4th5th	8/8/2018 - 5/15/2019	8:20 AM - 9:00 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
06	245	11.80	31.40	2.40	36.70	21.20
07	269	16.70	34.90	7.80	34.60	26.80
08	241	20.70	28.60	5.80	34.90	21.60

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

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

Moreover, Silver Lakes Middle School adpoted the RtI and the RTI:B process and implemented a strategic TIER intevention processes. TIER 1 is a whole group approach were all students receive high-quality, research based instruction, differentiated instructions to meet their needs, and are assessed on a periodic basis to montitor the effectiveness of the interventions. Tier 1 is implemeted across all disciplines and is practiced throughout the school. The TIER 1 strategies include adaptation of the a core curriculum, implementation of classroom behavior managment plans, parent conferences with follow-up results, peer mediation, student redirection, extended time, and differentiated instruction based on the needs of the learner. The goal of Tier 1 strategies and instructions is to support all students in meeting both thier academic and behavioral needs.

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

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

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

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

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	9/27/2018 - 5/30/2019	1:30 PM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</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-ParentLetter_20182019.pdf-(1).docx	August	None	11/6/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC_SAF-Oct-9th-2018-Minutes.doc	October	Developed	11/2/2018
SAC_SAF-SEP-2018-Minutes.doc	November	SAC ByLaws	11/2/2018
2971_SAC_ByLaws-2.doc	September	SAC ByLaws	10/25/2018
Sign-in-Sheet-11_25_18.pdf	September	SAC ByLaws	10/25/2018
SAC_SAF-Oct-23-2018-AGENDA--(1).doc	October	Developed	10/24/2018
Sign-in-Sheet-10_23_18.pdf	October	Developed	10/24/2018
SIP-Goals-Presenetation.prn	October	Developed	10/18/2018
SAC_SAF-AUG-2018-Minutes.doc	August	None	10/18/2018
SAC_SAF-MAY-2018_Minutes.doc	May	Monitored	10/18/2018
Sign-in-Sheet-10_09_18.pdf	October	Developed	10/18/2018
SAC_SAF-Oct-9th-2018-AGENDA--(1).doc	October	Developed	10/18/2018
SAC_SAF-SEPT-2018-AGENDA--(1).doc	September	SAC ByLaws	9/30/2018
Sign-in-Sheet-8_30_18.pdf	August	None	9/20/2018
SAC_SAF-AUG-2018-AGENDA.doc	August	None	9/20/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
2	438	31 of 56	1	78	156

Goals

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

According to the SES Band 2, the four Broward public schools within band 2 are McNicol Middle (26), Silver Lakes Middle (31), Lauderdale Lakes Middle (35), New Renaissance Middle (46). Based on the SES Band Data, Silver Lakes Middle School (SLMS) has collectively decided to focus on all content areas for improving student achievement, but specifically on the reporting categories for Social Studies and the Lowest Quartile for Reading. These specific areas were chosen as a result of the SES Band Data indicating SLMS, compared to the other four schools, had the lowest achievement gains in these areas.

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

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

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

ENGLISH LANGUAGE ARTS : READING & WRITING

READING

Program Overview:

In addition to students being appropriately placed in intervention classes to meet their specified needs (decoding, fluency, comprehension building), SLMS is fully engaged in school-wide literacy with expanded support to build capacity in the

instruction and utilization of literacy skills in content area classes. The Reading Department is actively implementing the key shifts called for by the Language Arts Florida Standards (LAFS) by providing scaffolded instruction and building rigor through text sets. We are currently using Inside excerpts paired with Ready LAFS (the supplement to Inside) to introduce the LAFS standards, followed by remediation and enrichment with district approved resources that provide rigor in support of building students' ability to independently read grade level text. The iReady platform will be used to administer a diagnostic at the beginning of the year as well as progress monitor throughout the year. In addition, we are also using Ready LAFS in the form of a pre- and post-test to monitor student progress as well as determine proficiency/mastery for further remediation/enrichment.

Plan of Action:

The reading department of Silver Lakes Middle School analyzed the data released for the 2017- 2018 school year. Based on the released data, the reading scores remained the same from the previous year in all sub-groups. After further disaggregation of the data, the two identified critical areas are Key Ideas and Details and Integration of Knowledge. In these two areas students are required to read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Students are also required to determine central ideas or themes of a text and analyze their development as well as summarize the key supporting details and ideas. Integration of knowledge involves the process of incorporating new information into a body of existing knowledge with an interdisciplinary approach. ELA student proficiency stands at the 38% mark. 52% of all ELA students recorded learning gains, while 41% of students identified as being in the lowest quartile recorded learning gains. Our goal for the 2018-2019 school year is to raise those percentages to 43% (overall), 57% (learning gains), and 46% (lowest quartile learning gains) respectively.

Collectively, the reading department reflected on our instructional practices and implemented a multistep reading intervention instructional cycle. Students will be assigned a targeted standard pretest using an effective instruction and practice program called Ready Florida. After administering a pretest, teachers will provide direct and guided instruction using complex text and building rigor through text-sets. A post-test form will then be administered to determine mastery of standard. Data from the post test will also be used to ascertain which students will need remediation and/or enrichment. Learning centers will be designed to practice, enrich, reteach, and enhance student learning. To further address the learning gap the literacy coach will implement pull-outs base on teachers' recommendation in addition to the students among the lowest quartile. Reading strategies will also be integrated in content area classes to continue growth in gap areas. Students will also use iReady for 45 minutes 1x per week in selective elected classes.

To strengthen student's vocabulary knowledge and comprehension, the Literacy team will explicitly teach 100 words every middle schooler should know. These are 100 words that students are sure to encounter in the middle school grades. In addition, the Literacy team will continue to implement our school-wide Word of the Week Initiative (WOW) through Social Studies Department. The purpose of this initiative is to build students' accurate use of Tier 2 Academic vocabulary to improve their reading, writing, and critical thinking skills in all disciplines. The focus will be on a cluster of eight (8-10) power words for each month (Monday and Wednesday). Each word list will be reinforced through Vocabulary.com, biweekly grade-level Kahoot challenges, and our Word Wall in the Hall display.

SLMS Reading PLCs and common planning focuses on data and identifying areas in need of remediation or reteaching. By doing this we foster a culture of ongoing opportunities for data-driven Professional Learning Community (PLC) conversations and collaborative planning to boost student achievement. This year to guide the discussion we are utilizing our PLC Tool and our Collaborative Planning Framework to drive discussion. The PLC tool requires teachers to desegregate their student data and focus on best instructional practices, enrichment and remediation. Our Collaborative Planning Framework directs the thought process involved in personalizing student instruction. The Collaborative Planning framework analyzes teaching practices by aligning those practices with Hattie' Effect Size and the multiphases of the Gradual Release Model.

As an additional layer of support, the Reading Department reviews the data after each Common Formative Assessment (CFA) and identify struggling students. Because of those findings, SLMS' Reading Department will begin our ELO (extended learning opportunity) sessions earlier in the year to tackle the lowest standards and provide direct instruction and remediation to our most fragile students. Our mission is to reach/ touch every student in our department through a myriad of Literacy Initiatives. The multi-layered approach will ultimately boost student achievement and increase our overall school grade.

Overall ELA FSA results from the 2017-2018 school year were mixed. Sixth grade was flat, 7th grade showed a 3% increase, and 8th grade showed a 3% decrease. Seventh grade was relatively flat. Writing scores were improved in both sixth and eighth grades, while they declined in seventh grade. ELA student proficiency stands at the 38% mark. 52% of all ELA students recorded learning gains, while 25% of students identified as being in the lowest quartile recorded learning gains. Our goal for the 2018-2019 school year is to raise those percentages to 36% (overall), 55% (learning gains), and 28% (lowest quartile learning gains) respectively.

Mathematics

Careful analysis of the **2017-2018** Florida Standards Assessment results for Silver Lakes Middle School in the Mathematics tested areas highlights some notable areas of achievement; Conversely, the data also reveals several areas of needed growth and opportunities for the school to improve in the Mathematics instructional delivery, standards alignment, and student achievement of specific subgroups.

Areas of achievement:

Analysis of the **2017-2018** FSA data showed that **43%** of students at Silver Lakes Middle School are “proficient” in the area of Mathematics. This is based on state wide criterion, in which students are scored at a level 1-5 aligned to a developmental scale score. To achieve proficiency students, need to achieve a level 3-5 based on the assessment they take for their respective course work for that year.

Silver Lakes Middle School **43%** score in this category suggest nearly half of our school is proficient in Mathematics, but there is much more room for improvement. Our goal is to improve our school-wide Mathematics proficiency from **43% to 45%**.

We will do this by strategically implementing initiatives that allow us to address specific gaps that we see by grade level. The intended outcome is that we will improve are **6th grade** proficiency from **42% to 45%**, our **7th grade** proficiency from **39% to 42%**, and our **8th grade** proficiency from **48% to 51%** students proficient.

Our largest area of needed improvement is students making learning gains. Florida Law says that the State School grades calculation will use the new learning gains methodology required by s. 1008.34 F.S. and Rule 6A-1.09981 F.A.C. Based on Florida law and rule, learning gains are calculated for both FSA English Language Arts and FSA Mathematics. The new learning gains methodology provides three ways in which a student may demonstrate that he or she has made a learning gain.

Students may earn a learning gain by the following:

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

Even though, we saw a small decline in the percentage of students making proficiency in Mathematics, our lowest quartile made significant learning gains which was an increase of 6%.

Our most fragile students academically in Mathematics, the lowest quartile increased 27 percentage points from the previous year. Our goal is to continue to improve the percentage of students making overall learning gains from 49% to **52%**, and the percentage of lowest quartile students making learning gains from 48% to at least **51%**.

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To improve in these areas, students will be scheduled aligned to the Silver Lakes Middle School **Mathematics Tiered support matrix**. The matrix is a framework, that allows teachers and staff to support students based on their specific mathematical needs.

All students at Silver Lakes are TIER 1 students and receive at minimum 180 minutes of rigorous Math instruction per week.

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Monitoring:

In addition to ongoing and continuous classroom formative assessments, Students in each grade level take a Common Assessment. Teachers analyze this data during our Tuesday PLC and utilize collaborative planning as a time to debrief and develop lessons that incorporate the most successful instructional strategies for standards, topics, and fluency items.

Social Studies Department

In 7th grade Civics, we are focusing on the End of Course exam in the effort to raise the scores. We will be meeting with other Broward County teachers and observing their classes in efforts to learn the strategies they are using to raise the Civics scores. Because of our visits, we will adjust in our teaching pedagogy based upon the best practices shared by our colleagues. We will continue to work with the ESE and ELL departments to aid in students' understanding of the work and maximizing student growth.

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Another strategy being used in the Social Studies class this year is the Project Based Learning. Through this learning, students will be exploring through inquiry, research, peer help, revisions, and final products in which they must justify their thinking and conclusions.

As always, students will be monitored closely with the pre- and post-tests for each unit. We will continue to look at and interpret the data to determine the best path for each student

Science Department

To increase the 8th grade science score from 43% to 48% we **are implementing a more rigorous literacy infusion (through our science literacy plan)** into science along with labs and demonstrations of course content. We are continuing are successful Science on Steroids (SOS) co-teaching strategy earlier to accustom the student to working in large group and competing with other classes. The have a new textbook adoption that will allow us to use more technology to drive content and district provided lab materials that will help us continue to grow on how we perform labs and demonstrations. The nature of science benchmark will be taught by infusing it into the course content.

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

Science and Social Studies are using data collected USA Test Prep for departmental CFAs, while ELA, Science, and SS are using data collected using a 4-point rubric. The Math department is using data from iReady. Each department is progress monitoring data based on state standards aligned to district and school instructional focus calendars every 2-3 week cycles.

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

Silver Lakes Middle School currently has two full-time ESE teachers for 6th grade and 8th grade with them splitting the 7th grade. The ESE support facilitators work in collaboration with the instructional teachers to provide student support and ensure student accommodations are being implemented with fidelity. In addition, teachers are providing differentiated instruction by providing students with remediation and enrichment in order to meet the needs of all students.

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

Silver Lakes Middle School has a diverse population of learners. Not all students learn the same way and therefore, it is the goal of SLMS to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. SLMS teachers build into their lessons flexibility that can be adjusted for every student's strengths and needs. Equitable and equality instruction is provided to all students, especially through the ESE and ELL accommodations. These accommodations are monitored routinely by the ESE and ELL support facilitators. Students are given choices using various mediums to demonstrate mastery of standards from using multiple types of technology such as smartphones, and computer-based tests. Students are provided Closed Caption when teachers are using audio-visual in their lessons. SLMS has adopted the implementation of Project Based Learning (PBL) in Science and Social Studies, giving the students an opportunity to learn how to work in groups and to have choice for presenting their final products. In addition, SLMS will provide opportunities for PD to ensure the faculty and staff are trained on the most current research on Universal Designs for Learning (UDL).

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

Silver Lakes Middle School has developed and periodically revamps unwrapped standards which also include integrated literacy standards and both academic and content vocabulary for explicit instruction for all core content areas, grade levels and aligned standards. SLMS has adopted common board configuration that indicated specific state standards along with student learning goals and success criteria for students, teachers, schools support facilitators, and school and district leadership to view at any time.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of

mediums?

Silver Lakes Middle School is working to incorporate learning from various subjects, as a way to introduce students to a variety of informational text sources. For example students will be examining standards centered around informational text in their reading classes using material from articles, and informational text that they are being exposed to in their science and/or social studies classes. This allows for interdepartmental collaboration, and student success as data analysis has also found a correlation between student reading scores and science performance. RtI matrix interventions used by the Literacy department. 6th – 8th grades are using the district adopted texts. Supplemental materials are adjusted for individual student's needs to include iReady, StemScopes in science and infusion of Literacy strategies throughout 6th – 8th. The Science department is implementing CERs (Cite, Explain, Reasoning)

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
PLC's will meet weekly to disaggregate student data through progress monitoring	Candace Goode, Kenneth Ward, Masharie Powell	5/15/2019		
Disaggregating student data within grade level PLC's, Implementation and education of Conscious Discipline, Implementation of Second Step, Utilizing MTSS/RtI, Departmental Common Planning, Implementation of the Attendance Plan, and Progress Monitoring.	SLMS Leadership Team, Kenneth Ward, Masharie Powell	5/15/2019	Canvas, PBL, SEL, UDL....	
Review Customer Service expectations with staff, Connect families with school, district and local community resources, Recognize the cultural uniqueness of families served in the school/community, Continue the "Catch Them Being..." program recognizing individuals supporting a positive environment/culture in your school, and Share Social and Emotional Learning Competencies with families.	Jonathon Thomas, Candace Goode, Kenneth Ward	12/19/2018		
Implementation of Second Step to analyze how personal qualities influence choices and successes as well as analyze how making use of school and community supports and opportunities can contribute to school and life success through a myriad of lessons execute during the advisory period with SEL mentors leading the sessions.	Candace Goode, Jeff Williams, Kenneth Ward	5/15/2019		

School Improvement Plan (SIP)

School Name Silver Lakes MS (2971)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Reading Department Professional Learning Community	Wednesday	1st2nd3rd4th5th	8/8/2018 - 5/15/2019	8:20 AM - 9:00 AM	6, 7, 8
Mathematics Department Professional Learning community	Tuesday	1st2nd3rd4th5th	8/8/2108 - 5/15/2019	8:20 AM - 9:00 AM	6, 7, 8
English Language Arts Professional Learning Community	Monday	1st2nd3rd4th5th	8/8/2018 - 5/15/2019	8:20 AM - 9:00 AM	6, 7, 8
Science Department Professional Learning Community	Wednesday	1st2nd3rd4th5th	8/8/2018 - 5/15/2019	8:20 AM - 9:00 AM	6, 7, 8
Social Studies Department Professional Learning Community	Tuesday	1st2nd3rd4th5th	8/8/2018 - 5/15/2019	8:20 AM - 9:00 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
06	245	11.80	31.40	2.40	36.70	21.20
07	269	16.70	34.90	7.80	34.60	26.80
08	241	20.70	28.60	5.80	34.90	21.60

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

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

Moreover, Silver Lakes Middle School adpoted the RtI and the RTI:B process and implemented a strategic TIER intevention processes. TIER 1 is a whole group approach were all students receive high-quality, research based instruction, differentiated instructions to meet their needs, and are assessed on a periodic basis to montitor the effectiveness of the interventions. Tier 1 is implemeted across all disciplines and is practiced throughout the school. The TIER 1 strategies include adaptation of the a core curriculum, implementation of classroom behavior managment plans, parent conferences with follow-up results, peer mediation, student redirection, extended time, and differentiated instruction based on the needs of the learner. The goal of Tier 1 strategies and instructions is to support all students in meeting both thier academic and behaviorial needs.

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

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

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

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

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	9/27/2018 - 5/30/2019	1:30 PM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</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-ParentLetter_20182019.pdf-(1).docx	August	None	11/6/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC_SAF-Oct-9th-2018-Minutes.doc	October	Developed	11/2/2018
SAC_SAF-SEP-2018-Minutes.doc	November	SAC ByLaws	11/2/2018
2971_SAC_ByLaws-2.doc	September	SAC ByLaws	10/25/2018
Sign-in-Sheet-11_25_18.pdf	September	SAC ByLaws	10/25/2018
SAC_SAF-Oct-23-2018-AGENDA--(1).doc	October	Developed	10/24/2018
Sign-in-Sheet-10_23_18.pdf	October	Developed	10/24/2018
SIP-Goals-Presenetation.prn	October	Developed	10/18/2018
SAC_SAF-AUG-2018-Minutes.doc	August	None	10/18/2018
SAC_SAF-MAY-2018_Minutes.doc	May	Monitored	10/18/2018
Sign-in-Sheet-10_09_18.pdf	October	Developed	10/18/2018
SAC_SAF-Oct-9th-2018-AGENDA--(1).doc	October	Developed	10/18/2018
SAC_SAF-SEPT-2018-AGENDA--(1).doc	September	SAC ByLaws	9/30/2018
Sign-in-Sheet-8_30_18.pdf	August	None	9/20/2018
SAC_SAF-AUG-2018-AGENDA.doc	August	None	9/20/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
2	438	31 of 56	1	78	156

Goals

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

According to the SES Band 2, the four Broward public schools within band 2 are McNicol Middle (26), Silver Lakes Middle (31), Lauderdale Lakes Middle (35), New Renaissance Middle (46). Based on the SES Band Data, Silver Lakes Middle School (SLMS) has collectively decided to focus on all content areas for improving student achievement, but specifically on the reporting categories for Social Studies and the Lowest Quartile for Reading. These specific areas were chosen as a result of the SES Band Data indicating SLMS, compared to the other four schools, had the lowest achievement gains in these areas.

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

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

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

ENGLISH LANGUAGE ARTS : READING & WRITING

READING

Program Overview:

In addition to students being appropriately placed in intervention classes to meet their specified needs (decoding, fluency, comprehension building), SLMS is fully engaged in school-wide literacy with expanded support to build capacity in the

instruction and utilization of literacy skills in content area classes. The Reading Department is actively implementing the key shifts called for by the Language Arts Florida Standards (LAFS) by providing scaffolded instruction and building rigor through text sets. We are currently using Inside excerpts paired with Ready LAFS (the supplement to Inside) to introduce the LAFS standards, followed by remediation and enrichment with district approved resources that provide rigor in support of building students' ability to independently read grade level text. The iReady platform will be used to administer a diagnostic at the beginning of the year as well as progress monitor throughout the year. In addition, we are also using Ready LAFS in the form of a pre- and post-test to monitor student progress as well as determine proficiency/mastery for further remediation/enrichment.

Plan of Action:

The reading department of Silver Lakes Middle School analyzed the data released for the 2017- 2018 school year. Based on the released data, the reading scores remained the same from the previous year in all sub-groups. After further disaggregation of the data, the two identified critical areas are Key Ideas and Details and Integration of Knowledge. In these two areas students are required to read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Students are also required to determine central ideas or themes of a text and analyze their development as well as summarize the key supporting details and ideas. Integration of knowledge involves the process of incorporating new information into a body of existing knowledge with an interdisciplinary approach. ELA student proficiency stands at the 38% mark. 52% of all ELA students recorded learning gains, while 41% of students identified as being in the lowest quartile recorded learning gains. Our goal for the 2018-2019 school year is to raise those percentages to 43% (overall), 57% (learning gains), and 46% (lowest quartile learning gains) respectively.

Collectively, the reading department reflected on our instructional practices and implemented a multistep reading intervention instructional cycle. Students will be assigned a targeted standard pretest using an effective instruction and practice program called Ready Florida. After administering a pretest, teachers will provide direct and guided instruction using complex text and building rigor through text-sets. A post-test form will then be administered to determine mastery of standard. Data from the post test will also be used to ascertain which students will need remediation and/or enrichment. Learning centers will be designed to practice, enrich, reteach, and enhance student learning. To further address the learning gap the literacy coach will implement pull-outs base on teachers' recommendation in addition to the students among the lowest quartile. Reading strategies will also be integrated in content area classes to continue growth in gap areas. Students will also use iReady for 45 minutes 1x per week in selective elected classes.

To strengthen student's vocabulary knowledge and comprehension, the Literacy team will explicitly teach 100 words every middle schooler should know. These are 100 words that students are sure to encounter in the middle school grades. In addition, the Literacy team will continue to implement our school-wide Word of the Week Initiative (WOW) through Social Studies Department. The purpose of this initiative is to build students' accurate use of Tier 2 Academic vocabulary to improve their reading, writing, and critical thinking skills in all disciplines. The focus will be on a cluster of eight (8-10) power words for each month (Monday and Wednesday). Each word list will be reinforced through Vocabulary.com, biweekly grade-level Kahoot challenges, and our Word Wall in the Hall display.

SLMS Reading PLCs and common planning focuses on data and identifying areas in need of remediation or reteaching. By doing this we foster a culture of ongoing opportunities for data-driven Professional Learning Community (PLC) conversations and collaborative planning to boost student achievement. This year to guide the discussion we are utilizing our PLC Tool and our Collaborative Planning Framework to drive discussion. The PLC tool requires teachers to desegregate their student data and focus on best instructional practices, enrichment and remediation. Our Collaborative Planning Framework directs the thought process involved in personalizing student instruction. The Collaborative Planning framework analyzes teaching practices by aligning those practices with Hattie' Effect Size and the multiphases of the Gradual Release Model.

As an additional layer of support, the Reading Department reviews the data after each Common Formative Assessment (CFA) and identify struggling students. Because of those findings, SLMS' Reading Department will begin our ELO (extended learning opportunity) sessions earlier in the year to tackle the lowest standards and provide direct instruction and remediation to our most fragile students. Our mission is to reach/ touch every student in our department through a myriad of Literacy Initiatives. The multi-layered approach will ultimately boost student achievement and increase our overall school grade.

Overall ELA FSA results from the 2017-2018 school year were mixed. Sixth grade was flat, 7th grade showed a 3% increase, and 8th grade showed a 3% decrease. Seventh grade was relatively flat. Writing scores were improved in both sixth and eighth grades, while they declined in seventh grade. ELA student proficiency stands at the 38% mark. 52% of all ELA students recorded learning gains, while 25% of students identified as being in the lowest quartile recorded learning gains. Our goal for the 2018-2019 school year is to raise those percentages to 36% (overall), 55% (learning gains), and 28% (lowest quartile learning gains) respectively.

Mathematics

Careful analysis of the **2017-2018** Florida Standards Assessment results for Silver Lakes Middle School in the Mathematics tested areas highlights some notable areas of achievement; Conversely, the data also reveals several areas of needed growth and opportunities for the school to improve in the Mathematics instructional delivery, standards alignment, and student achievement of specific subgroups.

Areas of achievement:

Analysis of the **2017-2018** FSA data showed that **43%** of students at Silver Lakes Middle School are “proficient” in the area of Mathematics. This is based on state wide criterion, in which students are scored at a level 1-5 aligned to a developmental scale score. To achieve proficiency students, need to achieve a level 3-5 based on the assessment they take for their respective course work for that year.

Silver Lakes Middle School **43%** score in this category suggest nearly half of our school is proficient in Mathematics, but there is much more room for improvement. Our goal is to improve our school-wide Mathematics proficiency from **43% to 45%**.

We will do this by strategically implementing initiatives that allow us to address specific gaps that we see by grade level. The intended outcome is that we will improve are **6th grade** proficiency from **42% to 45%**, our **7th grade** proficiency from **39% to 42%**, and our **8th grade** proficiency from **48% to 51%** students proficient.

Our largest area of needed improvement is students making learning gains. Florida Law says that the State School grades calculation will use the new learning gains methodology required by s. 1008.34 F.S. and Rule 6A-1.09981 F.A.C. Based on Florida law and rule, learning gains are calculated for both FSA English Language Arts and FSA Mathematics. The new learning gains methodology provides three ways in which a student may demonstrate that he or she has made a learning gain.

Students may earn a learning gain by the following:

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

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In 7th grade Civics, we are focusing on the End of Course exam in the effort to raise the scores. We will be meeting with other Broward County teachers and observing their classes in efforts to learn the strategies they are using to raise the Civics scores. Because of our visits, we will adjust in our teaching pedagogy based upon the best practices shared by our colleagues. We will continue to work with the ESE and ELL departments to aid in students' understanding of the work and maximizing student growth.

As an additional layer of support in all Social Studies classes, we will be reading two News ELA articles per month, answering the questions, discussing the passages, and writing in response to one of the articles. The Social Studies department is doing the Word of the Day in their classes. These words will be infused into our lessons, used on the Interactive Word Walls, and reviewed using Vocabulary.com.

Another strategy being used in the Social Studies class this year is the Project Based Learning. Through this learning, students will be exploring through inquiry, research, peer help, revisions, and final products in which they must justify their thinking and conclusions.

As always, students will be monitored closely with the pre- and post-tests for each unit. We will continue to look at and interpret the data to determine the best path for each student

Science Department

To increase the 8th grade science score from 43% to 48% we **are implementing a more rigorous literacy infusion (through our science literacy plan)** into science along with labs and demonstrations of course content. We are continuing are successful Science on Steroids (SOS) co-teaching strategy earlier to accustom the student to working in large group and competing with other classes. The have a new textbook adoption that will allow us to use more technology to drive content and district provided lab materials that will help us continue to grow on how we perform labs and demonstrations. The nature of science benchmark will be taught by infusing it into the course content.

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

Science and Social Studies are using data collected USA Test Prep for departmental CFAs, while ELA, Science, and SS are using data collected using a 4-point rubric. The Math department is using data from iReady. Each department is progress monitoring data based on state standards aligned to district and school instructional focus calendars every 2-3 week cycles.

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

Silver Lakes Middle School currently has two full-time ESE teachers for 6th grade and 8th grade with them splitting the 7th grade. The ESE support facilitators work in collaboration with the instructional teachers to provide student support and ensure student accommodations are being implemented with fidelity. In addition, teachers are providing differentiated instruction by providing students with remediation and enrichment in order to meet the needs of all students.

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

Silver Lakes Middle School has a diverse population of learners. Not all students learn the same way and therefore, it is the goal of SLMS to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. SLMS teachers build into their lessons flexibility that can be adjusted for every student's strengths and needs. Equitable and equality instruction is provided to all students, especially through the ESE and ELL accommodations. These accommodations are monitored routinely by the ESE and ELL support facilitators. Students are given choices using various mediums to demonstrate mastery of standards from using multiple types of technology such as smartphones, and computer-based tests. Students are provided Closed Caption when teachers are using audio-visual in their lessons. SLMS has adopted the implementation of Project Based Learning (PBL) in Science and Social Studies, giving the students an opportunity to learn how to work in groups and to have choice for presenting their final products. In addition, SLMS will provide opportunities for PD to ensure the faculty and staff are trained on the most current research on Universal Designs for Learning (UDL).

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

Silver Lakes Middle School has developed and periodically revamps unwrapped standards which also include integrated literacy standards and both academic and content vocabulary for explicit instruction for all core content areas, grade levels and aligned standards. SLMS has adopted common board configuration that indicated specific state standards along with student learning goals and success criteria for students, teachers, schools support facilitators, and school and district leadership to view at any time.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of

mediums?

Silver Lakes Middle School is working to incorporate learning from various subjects, as a way to introduce students to a variety of informational text sources. For example students will be examining standards centered around informational text in their reading classes using material from articles, and informational text that they are being exposed to in their science and/or social studies classes. This allows for interdepartmental collaboration, and student success as data analysis has also found a correlation between student reading scores and science performance. RtI matrix interventions used by the Literacy department. 6th – 8th grades are using the district adopted texts. Supplemental materials are adjusted for individual student's needs to include iReady, StemScopes in science and infusion of Literacy strategies throughout 6th – 8th. The Science department is implementing CERs (Cite, Explain, Reasoning)

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
PLC's will meet weekly to disaggregate student data through progress monitoring	Candace Goode, Kenneth Ward, Masharie Powell	5/15/2019		
Disaggregating student data within grade level PLC's, Implementation and education of Conscious Discipline, Implementation of Second Step, Utilizing MTSS/RtI, Departmental Common Planning, Implementation of the Attendance Plan, and Progress Monitoring.	SLMS Leadership Team, Kenneth Ward, Masharie Powell	5/15/2019	Canvas, PBL, SEL, UDL....	
Review Customer Service expectations with staff, Connect families with school, district and local community resources, Recognize the cultural uniqueness of families served in the school/community, Continue the "Catch Them Being..." program recognizing individuals supporting a positive environment/culture in your school, and Share Social and Emotional Learning Competencies with families.	Jonathon Thomas, Candace Goode, Kenneth Ward	12/19/2018		
Implementation of Second Step to analyze how personal qualities influence choices and successes as well as analyze how making use of school and community supports and opportunities can contribute to school and life success through a myriad of lessons executed during the advisory period with SEL mentors leading the sessions.	Candace Goode, Jeff Williams, Kenneth Ward	5/15/2019		

School Improvement Plan (SIP)

School Name Westglades MS (3871)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
3871 ELA 6	Tuesday	1st3rd4th	8/8/2018 - 6/7/2019	8:15 AM - 9:10 AM	6
3871 ELA 7	Tuesday	1st3rd4th	8/8/2018 - 6/7/2019	8:15 AM - 9:10 AM	7
3871 ESE 6-8	Tuesday	1st3rd4th	8/8/2018 - 6/7/2019	8:15 AM - 9:10 AM	6, 7, 8
3871 Guidance/ESE 6-8	Tuesday	1st3rd4th	8/8/2018 - 6/7/2019	8:15 AM - 9:10 AM	6, 7, 8
3871 Math 7	Tuesday	1st3rd4th	8/8/2018 - 6/7/2019	8:15 AM - 9:10 AM	7
3871 Reading 6-8	Tuesday	1st3rd4th	8/8/2018 - 6/7/2019	8:15 AM - 9:10 AM	6, 7, 8
3871 Science 6	Tuesday	1st3rd4th	8/8/2018 - 6/7/2019	8:15 AM - 9:10 AM	6

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
3871 Science 7	Tuesday	1st3rd4th	8/8/2018 - 6/7/2019	8:15 AM - 9:10 AM	7
3871 Science 8	Tuesday	1st3rd4th	8/8/2018 - 6/7/2019	8:15 AM - 9:10 AM	8
3871 SS 7	Tuesday	1st3rd4th	8/8/2018 - 6/7/2019	8:15 AM - 9:10 AM	7
3871 World History 6	Tuesday	1st3rd4th	8/8/2018 - 6/7/2019	8:15 AM - 9:10 AM	6
3871 ELA 8	Tuesday	1st3rd4th	8/8/2018 - 6/7/2019	8:15 AM - 9:10 AM	8
3871 Related Arts	Thursday	4th	8/8/2018 - 6/6/2019	8:15 AM - 9:10 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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Data For: 2017-2018 (Last updated: 7/18/2018)						
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
06	609	10.20	4.30	0.50	11.80	4.30
07	604	9.30	2.60	1.70	8.10	3.10
08	600	16.70	7.50	0.80	9.00	5.80

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

Department of Secondary Learning – English Language Arts Broward County Public Schools DT2-Middle (6-8) Identification/Intervention Decision Tree 2017-2018 The following charts are district recommendations for placement of secondary students into Intensive Reading (IR) for the 2017-18 academic year. The state of Florida no longer requires students who are Level 1 and 2 FSA (Florida Standards Assessment) to be placed into Intensive Reading; districts have the ability to make recommendations to schools, however, for placement of students who are reading and writing below grade level expectations. BCPS recommends that schools place FSA Level 1 and 2 students into IR in order to provide them instruction targeted to their needs and to prepare students to meet graduation and college & career readiness requirements. Different for the 2017-18 academic year is the recommendation to place students into a single block of reading based on their needs as evidenced by data. Schools should use FSA data as the first determinant to place Level 1 and 2 students into IR classes. Secondly, schools should use FAIR-FS (or Benchmark Assessment System, BAS, for Grade 6) Word Recognition and Reading Comprehension as secondary determinants to determine which level of the district-adopted curriculum to place students. For middle schools, this would be Level A, B or C of National Geographic Inside. For high schools, this would be either levels A, B, or C of National Geographic Edge. Both programs provide placement tests that recommend placement of students into the appropriate level. In both middle and high schools, teachers may use the Fundamentals level of Inside or Edge, along with supplemental resources, which they currently have, i.e. Inside Phonics, Just Words, Rewards, or Wilson to address student’s decoding needs. The district’s Curriculum Pathways for Inside and Edge, housed on the Secondary ELA SharePoint, provide reading teachers additional supplemental resources, aligned to the reading curriculum, to provide further differentiation, rigor and opportunities for students to read and research both independently and collaboratively to produce standards-based projects and Performance Tasks. Students who have not responded to a specific reading intervention with the initial intensity provided will receive personalized instruction to meet their needs. Parents will be notified about their child’s reading progress, as required in Section 1008.25, F.S., through a district Progress Monitoring Plan (PMP) and a customized FAIR-FS parent letter that provides progress monitoring of student data. In addition to using FSA and FAIR-FS data, schools may also use other student data available, such as DAR, Spelling Inventory, or programmatic Lexile levels. Literacy coach and teacher recommendations may also provide useful placement information. Students who enter the district without FSA or FAIR-FS scores may have other nationally normed test results for schools to consider for

placement decisions. These students could also be administered the Inside or Edge placement tests or any of the other assessments mentioned above.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	8/29/2018 - 5/30/2019	9:30 AM - 11:15 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-3871_Westglades_October_Minutes.pdf	October	Developed	10/22/2018
SAC_3871_Attendance_October_Sign-In.pdf	October	Developed	10/17/2018
SAC_3871_Composition-Report_updated_10-12-18.pdf	October	Developed	10/16/2018
SAC_3871_October_Attendance.pdf	October	Developed	10/16/2018
SAC_3871_October_Agenda_powerpoint.pdf	October	Developed	10/16/2018
SAC-3871_Westglades_SeptMinutes_92917-(9-14-18).pdf	September	Developed	10/10/2018
3871_Westglades_SeptAgenda_pdf.pdf	September	Developed	9/21/2018
3871_Westglades_Attendance-Sept.pdf	September	Developed	9/21/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
10	641	11 of 16	1	64	127

Goals

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

As evidenced in the SES Band Data, 51% of the students in the lowest quartile made learning gains in ELA. With this, the school improvement focus is English and Language Arts (ELA).

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 goal is to scale-up BEST Practice #1 - Professional Learning Communities (PLCs) and Curriculum, Assessments, Remediation and Enrichment (CARE)

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

Teachers and administrators will work collaboratively in PLCs to utilize data results to target instruction, focus on aligning the standards and plan remediation and enrichment activities. Professional development sessions have been planned to provide continuous learning. Administrators and teachers will also utilize common formative assessment data, teacher data chats and staff survey results to monitor success.

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

ELA/Reading

Reading: To monitor success in Intensive Reading classes, Achieve3000 data will be collected to determine student Lexile growth. Data will be collected **monthly**.

Language Arts: Teachers will use USA Test Prep – Common Formative Assessment Data to monitor student success. Data will be collected **quarterly**.

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

The administrators, teachers and support staff meet as a team to monitor the implementation of RtI, student interventions as well as appropriate tier level supports.

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

The school uses a variety of UDL strategies such as self-regulation and executive function strategies to provide access to instruction to diverse learners. The following self-regulation strategies are utilized: Trigger analysis, belly breathing, mindfulness breaks, goal setting and social supports. Executive function strategies used in the classroom include self-monitoring, rubrics, teachers modeling academic tasks and help signaling.

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

Professional Development sessions focus on standards-based planning and instruction. With greater knowledge and a deeper understanding of standards based instruction, teachers can implement Tier 1 strategies in the classrooms for all students.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

To provide students with balanced literacy the following intervention programs and supplemental resources and/or materials are used:

Grade 6 - Collections, Vocabulary.com, Poetry Selections, Achieve3000, USA Test Prep and Informational Texts in science and Social Studies

Grade 7- Collections, Novels(Novel Study), Poetry Selections, ? Vocabulary.com, Achieve3000, USA Test

Prep and Informational Texts in science and Social Studies

Grade 8 - Collections, Novels(Novel Study), Poetry Selections, Vocabulary.com, Achieve3000 and USA Test Prep and Informational Texts in science and Social Studies

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
In PLCs, teachers will work in grade level teams to plan lessons and activities, share data results, instructional resources, and to discuss remediation and enrichment activities. The following resources will be utilized for instruction and learning: ELA SharePoint, Achieve3000, Vocabulary.com and USA Test Prep.	Shaante Collie	5/6/2019	Professional development sessions scheduled monthly.	\$0.00

School Improvement Plan (SIP)

School Name Westpine MS (2052)

School Year 2018 - 2019

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 and Guidance	Friday	1st2nd3rd4th5th	8/27/2018 - 6/4/2019	8:09 AM - 8:40 AM	6, 7, 8
Social Studies, Electives and Literacy	Friday	1st2nd3rd4th5th	8/27/2018 - 6/4/2019	8:00 AM - 8:40 AM	6, 7, 8
Math and Science	Monday	1st2nd3rd4th5th	8/27/2018 - 6/4/2019	8:00 AM - 8:40 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
06	350	10.60	25.70	14.90	33.10	23.40
07	358	11.20	26.30	6.10	32.10	17.60
08	282	14.50	23.00	12.80	27.70	21.60

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

- Individualized goal charts for Reading and Mathematics are created.
- Assignments are modified.
- Providing study skills and/or learning strategies.
- Providing frequent, immediate and positive feedback.
- Providing student rewards.
- Simplifying directions.
- Additional time is given for assignments and exams.
- Preferential seating near teacher.
- Providing visual aids in the classroom.
- Give student reminders to remain on task.
- Teacher notes are provided as an accommodation for some students.
- Students are assigned classes based on their Reading and Mathematics achievement scores.
- Agenda planners are used for parent and student communication and organization.
- Students work with support facilitators and/or student interns in small groups or provide 1-1 instruction.
- Support facilitators will re-teach skills to reinforce content.
- Encourage the use of online resources to review or reinforce content.

RtI Team Meeting Schedule

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

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/27/2018 - 6/4/2019	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	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</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-and-PTO-Calendar-Meeting-Dates-2018-2019.pdf	November	None	11/6/2018
2052-Westpine-SAC-Meeting-Minutes---October-2018.pdf	October	SAC ByLaws	10/11/2018
SAF-Agenda-September-2018.doc	October	Developed	10/9/2018
SAF-Agenda-October-4--2018.doc	October	Developed	10/9/2018
SAF-Sign-In-October.pdf	October	Developed	10/9/2018
SAC-Sign-In-October.pdf	October	Developed	10/9/2018
SAF-Sign-In-September.pdf	October	Developed	10/9/2018
SAC-Sign-In-September.pdf	October	Developed	10/9/2018
2052Westpine-SACBylaws-2018-19.pdf	October	SAC ByLaws	10/6/2018
2052-Westpine-SAC-Meeting-Minutes---September-2018.pdf	October	SAC ByLaws	10/3/2018

File Name	Meeting Month	Document Type	Uploaded Date
2052WestpineSAC_Agenda_October-4--2018.pdf	October	Developed	10/2/2018
2052-WestpineSAC_Agenda_September-13--2018.pdf	October	Developed	10/2/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	472	37 of 69	1	86	172

Goals

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

As evidenced by the FSA data, the focus area for improving student achievement is Mathematics. Mathematics was selected because 62% of our students scored Level 1 and 2 on the FSA. Additionally, there was a decrease in the number of students making Learning Gains from the previous year.

What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in

order to increase performance within the SES Band?

BEST Practices that will be scaled-up to improve teaching and learning include: participation of authentic PLC's with a focus on (CARE) Curriculum, Assessment, Remediation and Enrichment, using student data to guide and support instructional decisions and professional development training to provide teachers with effective practices to address the needs of students with learning challenges.

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

Civics

1. iCivics teachers will utilize the Westpine Civics Review website & EOC folders (interactive notebook) as a resource to prepare for the EOC exam.
2. Teachers will use USA Test Prep as an interdisciplinary tool to administer common formative assessments for remediation and enrichment.
3. The Civics department will use the 7 strategies model to teach students how to deconstruct a Civics EOC Question.
4. Teachers will provide a Civics camp to prepare students for the state exam.
5. Teachers will review key concepts and test taking strategies in preparation for the state exam.

Math

1. Mathematics department will participate in professional development sessions focusing on Productive Struggle, Problem-Based Learning, and i-Ready implementation.
2. Through Professional Learning Communities, teachers will work to create, review and modify activities in order to ensure that they are aligned to the standards and follow the appropriate level of rigor.
3. Teachers will assign weekly formative assessments on a weekly topic. Data will be reviewed during Professional Learning Communities in order to make decisions regarding remediation and enrichment.
4. Teachers will assign rigorous, standards based formative assessments to students in order to make decisions based on the focus and pacing of their courses.
5. Math teachers will provide additional support to struggling students through afterschool tutoring, push in, or pull out sessions.
6. Teachers will share best practices through modeling during pre-arranged teacher visitations.

Science

1. Science teachers will implement close reading, annotation, vocabulary and informational text strategies into the curriculum to assist struggling learners and improve reading comprehension.
2. Science teachers will participate in weekly professional learning communities to deconstruct standards, develop common formative assessments and review critical data to make instructional decisions.
3. Teachers will incorporate hands-on activities into the curriculum to improve scientific thinking skills.
4. Teachers will provide Extended Learning Opportunities across all grade levels (Push-Ins/Pull-Outs).
5. The Science department will implement a course recovery module on Canvas designed to help students meet state standards, redo coursework, remediate science skills and content.
6. 8th Grade Science teachers will utilize the Florida Coach Jumpstart, as a resource to help students with testing format, reinforce content and strengthen skills in preparation for the Statewide Science Assessment (SSA).
7. Biology teacher will provide an EOC camp to prepare for the state exam.
8. Biology teacher will conduct afterschool EOC review sessions to remediate standards and review key concepts prior to the state exam.

Literacy

1. Language Arts teachers will utilize technology to teach writing and grammar. This will be accomplished through the digital dashboard of Collections on my.HRW.com. Grammar Notes, Performance tasks, and MyWriteSmart will all be employed.
2. Language Arts teachers will also incorporate weekly common formative assessments of "knowledge check questions" across grade levels.
3. Reading teachers will use novel based-instruction to teach reading strategies and to write short and extended responses.
4. Literacy coaches will be visiting classes in the content areas to reinforce reading and writing strategies.

Electives

1. Elective teachers will incorporate reading strategies to help students learn new words and definitions.
2. Elective teachers will provide the articles or students will research articles using the Newsela app at the beginning of class.
3. Elective teachers will use the paraphrasing strategy and graphic organizers to help students summarize key ideas, cite textual evidence and monitor understanding of content using their own words.
4. Elective teachers will use word walls to increase vocabulary knowledge and improve literacy skills.

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

The school-level progress monitoring data that will be collected school-wide includes:

Science

- Teachers in 6th grade will use USA Test Prep to incorporate monthly common formative assessments to monitor student mastery of Next Generation Science Standards (NGSS) standards to determine curriculum changes and remediation strategies.
- Teachers in grades 7th and 8th will integrate monthly common formative assessments using Canvas to monitor mastery of Next Generation Science Standards (NGSS) standards; clarify misconceptions and adjust their teaching methodologies to meet the needs of all students.

Math

- Grade level teams will create an instructional cycle based on the curriculum focus calendar in mathematics.
- Students will take an online tutorial and assessment to review concepts using i-Ready at the end of each week.
- Teachers will utilize reports to analyze student performance while in their Professional Learning Communities.
- Teachers will remediate and enrich utilizing grade level and re-teach resources.
- Weekly focus standards and assessments will be used to prepare students for their monthly common formative assessments.

Literacy

- Literacy teachers in grade levels 6-8 will conduct weekly Knowledge Check Questions (KCQ's) in all classes.
- Reading teachers in grade levels 6-8 will administer FAIR Testing to all Reading students.
- Teachers in grade levels 6-8 will administer quarterly Common Formative Assessments from Collections.

Social Studies

- Social Studies teachers in grade levels 6-8 will administer bi-quarterly Common Formative Assessments using USA Test Prep.
- All grade levels 6-8 will create and administer monthly teacher made assessments to monitor student progress.

Electives

- Electives teachers will use a culmination of weekly and/or monthly homework; teachers generated quizzes and assessments to monitor student progress.

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

To ensure the fidelity of students who are not progressing towards school and district goals Westpine will implement the following programs:

- After school tutoring for lowest quartile students.
- Extended Learning Opportunities (ELO) and Florida Standards Assessment (FSA) Camps for targeted bubble students.
- Push-in model from literacy coaches.

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

Westpine will ensure all classroom instruction is accessible to a full range of learners using the following Universal Designs for Learning (UDL) strategies:

- Engaging enrichment and remediation opportunities.
- Professional Development opportunities designed around the reflection of specific needs of students with deficiencies.
- Teachers will implement multiple means of action and expression when presenting curriculum.
- Teachers will integrate multiple engagement strategies into lessons (Kahoot, Quizlet, hands-on activities, centers).

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

Westpine will ensure Tier 1 standards-based classroom instruction is implemented properly and effectively using the following methods:

- Teachers will be provided with ongoing Professional Development training to promote a better understanding and implementation of Tier 1 strategies into the classroom across all content areas.

- The school-based RtI team will continuously execute action plans that provide support for students with academic and/or behavioral challenges.
- Support facilitators will provide small group and one-to-one assistance to struggling learners.
- Push-In models will be implemented into general education classrooms.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

The text used for core, supplemental, and intervention programs at each grade level are:

Science

- All Science teachers in grade levels 6-8 will use the new Florida State Adopted Stem scopes 2.0 consumable textbook and online digital learning by Accelerate Learning.
- 6th grade Science Teachers will use USA Test Prep, an online curriculum resource for common formative assessments and remediation.
- 8th grade Science teachers will use Florida Coach Jumpstart 2.0 Edition.
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Electives

- Elective teachers will use the Gmetrix app for the purpose assessment review and test taking strategies.

Westpine Middle will ensure students have access to a balance of literacy & informational text by using the following mediums:

- Students will be provided with take home textbooks and supplemental workbooks.
- Students will have online access to textbooks and supplemental resources such as (Canvas, Khan Academy, i-Ready, MyHRW, floridastudents.org and Vocabulary.com).
- Students will have access to computers to conduct research, complete online assessments, and cite textual evidence.
- Students will have access to Newsela across all content areas.

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

Social and Emotional Learning Standards will be implemented using the following strategies:

- Using character education through core content subject areas.
- Providing positive behavior implementation programs with a reward system that recognizing student behavior.
- Cultivating a school climate that shapes a culturally sensitive environment through professional development training.
- Peer counseling services will be provided to aid students with conflict resolution, study skills, and building positive peer relationships.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

In order to integrate the five competencies of Social Emotional Learning in the classroom and school-wide, the Guidance Department will perform classroom visits to teach students different lessons that facilitate Social Emotional Learning. Our focus topic will be Conscious Discipline.

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

The school-wide policy and practices that will be used to support emotion learning for students include:

- A LEAPS behavior change program will be implemented for students who show a high recidivism of inappropriate behavior.
- Mentoring with non-profit organizations to development and increase social and self-awareness in a targeted population of students.
- Free mental and family health referral services available for all students in need.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
The Mathematics Department implement the following strategies and/or activities HRW; i-Ready diagnostic assessments; grade level common formative assessments; weekly formative assessments and participation in weekly PLC's to drive data-driven math discussions.	All Mathematics teachers	5/30/2019	i-Ready and District Professional Development Training	\$15,249.00

School Improvement Plan (SIP)

School Name Westpine MS (2052)

School Year 2018 - 2019

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 and Guidance	Friday	1st2nd3rd4th5th	8/27/2018 - 6/4/2019	8:09 AM - 8:40 AM	6, 7, 8
Social Studies, Electives and Literacy	Friday	1st2nd3rd4th5th	8/27/2018 - 6/4/2019	8:00 AM - 8:40 AM	6, 7, 8
Math and Science	Monday	1st2nd3rd4th5th	8/27/2018 - 6/4/2019	8:00 AM - 8:40 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
06	350	10.60	25.70	14.90	33.10	23.40
07	358	11.20	26.30	6.10	32.10	17.60
08	282	14.50	23.00	12.80	27.70	21.60

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

- Individualized goal charts for Reading and Mathematics are created.
- Assignments are modified.
- Providing study skills and/or learning strategies.
- Providing frequent, immediate and positive feedback.
- Providing student rewards.
- Simplifying directions.
- Additional time is given for assignments and exams.
- Preferential seating near teacher.
- Providing visual aids in the classroom.
- Give student reminders to remain on task.
- Teacher notes are provided as an accommodation for some students.
- Students are assigned classes based on their Reading and Mathematics achievement scores.
- Agenda planners are used for parent and student communication and organization.
- Students work with support facilitators and/or student interns in small groups or provide 1-1 instruction.
- Support facilitators will re-teach skills to reinforce content.
- Encourage the use of online resources to review or reinforce content.

RtI Team Meeting Schedule

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

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/27/2018 - 6/4/2019	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	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</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-and-PTO-Calendar-Meeting-Dates-2018-2019.pdf	November	None	11/6/2018
2052-Westpine-SAC-Meeting-Minutes---October-2018.pdf	October	SAC ByLaws	10/11/2018
SAF-Agenda-September-2018.doc	October	Developed	10/9/2018
SAF-Agenda-October-4--2018.doc	October	Developed	10/9/2018
SAF-Sign-In-October.pdf	October	Developed	10/9/2018
SAC-Sign-In-October.pdf	October	Developed	10/9/2018
SAF-Sign-In-September.pdf	October	Developed	10/9/2018
SAC-Sign-In-September.pdf	October	Developed	10/9/2018
2052Westpine-SACBylaws-2018-19.pdf	October	SAC ByLaws	10/6/2018
2052-Westpine-SAC-Meeting-Minutes---September-2018.pdf	October	SAC ByLaws	10/3/2018

File Name	Meeting Month	Document Type	Uploaded Date
2052WestpineSAC_Agenda_October-4--2018.pdf	October	Developed	10/2/2018
2052-WestpineSAC_Agenda_September-13--2018.pdf	October	Developed	10/2/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	472	37 of 69	1	86	172

Goals

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

As evidenced by the FSA data, the focus area for improving student achievement is Mathematics. Mathematics was selected because 62% of our students scored Level 1 and 2 on the FSA. Additionally, there was a decrease in the number of students making Learning Gains from the previous year.

What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in

order to increase performance within the SES Band?

BEST Practices that will be scaled-up to improve teaching and learning include: participation of authentic PLC's with a focus on (CARE) Curriculum, Assessment, Remediation and Enrichment, using student data to guide and support instructional decisions and professional development training to provide teachers with effective practices to address the needs of students with learning challenges.

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

Civics

1. iCivics teachers will utilize the Westpine Civics Review website & EOC folders (interactive notebook) as a resource to prepare for the EOC exam.
2. Teachers will use USA Test Prep as an interdisciplinary tool to administer common formative assessments for remediation and enrichment.
3. The Civics department will use the 7 strategies model to teach students how to deconstruct a Civics EOC Question.
4. Teachers will provide a Civics camp to prepare students for the state exam.
5. Teachers will review key concepts and test taking strategies in preparation for the state exam.

Math

1. Mathematics department will participate in professional development sessions focusing on Productive Struggle, Problem-Based Learning, and i-Ready implementation.
2. Through Professional Learning Communities, teachers will work to create, review and modify activities in order to ensure that they are aligned to the standards and follow the appropriate level of rigor.
3. Teachers will assign weekly formative assessments on a weekly topic. Data will be reviewed during Professional Learning Communities in order to make decisions regarding remediation and enrichment.
4. Teachers will assign rigorous, standards based formative assessments to students in order to make decisions based on the focus and pacing of their courses.
5. Math teachers will provide additional support to struggling students through afterschool tutoring, push in, or pull out sessions.
6. Teachers will share best practices through modeling during pre-arranged teacher visitations.

Science

1. Science teachers will implement close reading, annotation, vocabulary and informational text strategies into the curriculum to assist struggling learners and improve reading comprehension.
2. Science teachers will participate in weekly professional learning communities to deconstruct standards, develop common formative assessments and review critical data to make instructional decisions.
3. Teachers will incorporate hands-on activities into the curriculum to improve scientific thinking skills.
4. Teachers will provide Extended Learning Opportunities across all grade levels (Push-Ins/Pull-Outs).
5. The Science department will implement a course recovery module on Canvas designed to help students meet state standards, redo coursework, remediate science skills and content.
6. 8th Grade Science teachers will utilize the Florida Coach Jumpstart, as a resource to help students with testing format, reinforce content and strengthen skills in preparation for the Statewide Science Assessment (SSA).
7. Biology teacher will provide an EOC camp to prepare for the state exam.
8. Biology teacher will conduct afterschool EOC review sessions to remediate standards and review key concepts prior to the state exam.

Literacy

1. Language Arts teachers will utilize technology to teach writing and grammar. This will be accomplished through the digital dashboard of Collections on my.HRW.com. Grammar Notes, Performance tasks, and MyWriteSmart will all be employed.
2. Language Arts teachers will also incorporate weekly common formative assessments of "knowledge check questions" across grade levels.
3. Reading teachers will use novel based-instruction to teach reading strategies and to write short and extended responses.
4. Literacy coaches will be visiting classes in the content areas to reinforce reading and writing strategies.

Electives

1. Elective teachers will incorporate reading strategies to help students learn new words and definitions.
2. Elective teachers will provide the articles or students will research articles using the Newsela app at the beginning of class.
3. Elective teachers will use the paraphrasing strategy and graphic organizers to help students summarize key ideas, cite textual evidence and monitor understanding of content using their own words.
4. Elective teachers will use word walls to increase vocabulary knowledge and improve literacy skills.

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

The school-level progress monitoring data that will be collected school-wide includes:

Science

- Teachers in 6th grade will use USA Test Prep to incorporate monthly common formative assessments to monitor student mastery of Next Generation Science Standards (NGSS) standards to determine curriculum changes and remediation strategies.
- Teachers in grades 7th and 8th will integrate monthly common formative assessments using Canvas to monitor mastery of Next Generation Science Standards (NGSS) standards; clarify misconceptions and adjust their teaching methodologies to meet the needs of all students.

Math

- Grade level teams will create an instructional cycle based on the curriculum focus calendar in mathematics.
- Students will take an online tutorial and assessment to review concepts using i-Ready at the end of each week.
- Teachers will utilize reports to analyze student performance while in their Professional Learning Communities.
- Teachers will remediate and enrich utilizing grade level and re-teach resources.
- Weekly focus standards and assessments will be used to prepare students for their monthly common formative assessments.

Literacy

- Literacy teachers in grade levels 6-8 will conduct weekly Knowledge Check Questions (KCQ's) in all classes.
- Reading teachers in grade levels 6-8 will administer FAIR Testing to all Reading students.
- Teachers in grade levels 6-8 will administer quarterly Common Formative Assessments from Collections.

Social Studies

- Social Studies teachers in grade levels 6-8 will administer bi-quarterly Common Formative Assessments using USA Test Prep.
- All grade levels 6-8 will create and administer monthly teacher made assessments to monitor student progress.

Electives

- Electives teachers will use a culmination of weekly and/or monthly homework; teachers generated quizzes and assessments to monitor student progress.

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

To ensure the fidelity of students who are not progressing towards school and district goals Westpine will implement the following programs:

- After school tutoring for lowest quartile students.
- Extended Learning Opportunities (ELO) and Florida Standards Assessment (FSA) Camps for targeted bubble students.
- Push-in model from literacy coaches.

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

Westpine will ensure all classroom instruction is accessible to a full range of learners using the following Universal Designs for Learning (UDL) strategies:

- Engaging enrichment and remediation opportunities.
- Professional Development opportunities designed around the reflection of specific needs of students with deficiencies.
- Teachers will implement multiple means of action and expression when presenting curriculum.
- Teachers will integrate multiple engagement strategies into lessons (Kahoot, Quizlet, hands-on activities, centers).

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

Westpine will ensure Tier 1 standards-based classroom instruction is implemented properly and effectively using the following methods:

- Teachers will be provided with ongoing Professional Development training to promote a better understanding and implementation of Tier 1 strategies into the classroom across all content areas.

- The school-based RtI team will continuously execute action plans that provide support for students with academic and/or behavioral challenges.
- Support facilitators will provide small group and one-to-one assistance to struggling learners.
- Push-In models will be implemented into general education classrooms.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

The text used for core, supplemental, and intervention programs at each grade level are:

Science

- All Science teachers in grade levels 6-8 will use the new Florida State Adopted Stem scopes 2.0 consumable textbook and online digital learning by Accelerate Learning.
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