

School Improvement Plan (SIP)

School Name Crystal Lake MS (1871)

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 Communities	Monday Tuesday	1st2nd3rd4th	8/28/2018 - 5/28/2019	8:35 AM - 9:15 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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07	448	14.10	27.20	0.70	45.30	25.70
08	474	16.90	31.60	1.50	44.90	28.10

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

- * Collegiate team meeting with all teachers to discuss student academic and behavioral concerns.
- * Parent/teacher conferences.
- * Teachers utilize behavior and academic monitoring sheets as a tier 1 intervention.
- * Teachers are trained on the RtI process and implementation.
- * Teachers are trained on the RtI program in BASIS.
- * Teachers make tutoring available to students who need extra assistance.
- * Teachers use differentiated lesson plans.
- * School provides afterschool programs to enrich academic performance.
- * School provides Extended Learning Opportunities (ELO) for students.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday Thursday	2nd, 4th	9/11/2018 - 5/23/2019	10:00 AM - 11:00 AM
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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

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CLMS-May-SAF-minutes.pdf	September	None	9/24/2018
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CLMS-May-SAC-minutes.pdf	September	Monitored	9/24/2018

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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	397	64 of 69	2	124	247

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 will be the area of focus for improving student achievement. While evaluating a three-year trend we found a decrease in student achievement. This area was selected based on 6th, 7th and 8th grade FSA 2016 to 2018 scores. Sixth grade math scores went down 14 points, lowest 25th percentile went down 6 points and math achievement went down 4 points. Seventh grade math achievement, level 3 or higher went down 6 points, learning gains decreased by 2 points and lower 25th percentile decreased by 5 points. Eighth grade student achievement, level 3 or above decreased by 11 points, learning gains decreased by 7 points and the lowest 25th percentile increased by 1 point. All points are based on percentage points.

Reading standards will also be focused upon across all curriculums. While evaluating a three-year trend we found that 6th grade students are staying leveled when discussing level achievements 3 or above. The seventh-grade learning gains has also stayed roughly within the same percentage and the 25% percentile increased by 1 percentage point. The eighth-grade students' student achievement, level 3 or above decreased by 6 percentage

points, learning gains increased by 5 percentage points and the 25% percentile increased by 15 percentage points.

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

- * Teachers will be attending Professional Learning Communities focusing on Curriculum, Assessments, Remediation and Enrichment. Teachers will also discuss best practices as it pertains to common formative assessment data.
- * LA and Math teachers will be trained on the use of Instructional Practice Guides to ensure standards based instruction and increased student engagement in the cognitive lift in learning. Coaches and department leaders will use the IPG during instructional rounds and use them to give feedback to improve instruction. LA teachers will continue to participate in the TNTP Collections Pilot to improve standards-aligned instruction and improved student engagement.
- * Teachers will be utilizing RtI strategies to ensure student achievement.
- * Teachers will be incorporating Social and Emotional Learning (conscious discipline) as well as Project Based Learning in the classroom.
- * Teachers will be attending professional developments.
- * Teachers will be implementing learning centers and learning stations for remediation, curriculum, enrichment and differentiating instruction.
- * Administrators will be having data chats with teachers. Teachers will then have data chats with students to increase student achievement.
- * All teachers are attending professional development regarding CHAMPS to ensure classroom management strategies are being utilized within the classroom. This allows for students to have a positive learning environment.
- * The school wide positive initiatives are HERO and PAWS which incorporates a positive learning atmosphere throughout the school.

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

- * iReady will be incorporated into math, language arts and reading classes.
- * HERO will be utilized to ensure positive behavior throughout the campus to ensure a positive school culture.
- * USAtest Prep will be included in both science and social studies.
- * Open Up Resources and Illustrative Math will be utilized in the math classes.
- * Global Scholars is being incorporated into some of the 7th grade science classrooms (web based world classroom cohort)
- * High School courses are incorporated into the master schedule to enhance classes for advanced students.
- * Newsela is being utilized throughout the grade levels and curriculums.
- * Quizlet is incorporated into classrooms.
- * BrainPop has been added school wide.
- * Guidance Counselors will be implanting Naviance.
- * Scholastic, College and Career words of the week and vocabulary.com are incorporated into classrooms as additional resources.
- * Canvas is being utilized within classrooms.
- * Common Lit is utilized in Language Arts classes.

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

- * iReady - quarterly report sent home to parents (Math, Language Arts and Reading)
- * USAtest Prep - data used at PLC meeting to discuss best practices (Science and Social Studies).
- * Common Formative Assessments - utilized at PLC meetings to drive instruction.
- * Common Lit - utilized in Language Arts classes to drive instruction.

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

- * Best Practice - RtI for academics and behavior.
- * Best Practice - Remediation strategies
- * Parent and teacher conferences for academic plans towards student achievement.
- * Meeting with guidance for academic and behavioral monitoring.

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)?

- * Teachers provide differentiated instruction by using learning stations and centers based on best practices and learning standards.
- * Small group learning.
- * Audio and technology incorporated into instructional time.
- * Incorporating Project Based Learning.
- * Providing complex informational and literary text within the classroom.

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

Teachers meet during collegiate team time and discuss student data. Students that are not meeting tier 1 strategies for learning in the classroom are recommended for tier 2 strategies and monitored on RtI.

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- Newsela, Collections, Scholastic, Common Lit, Keystone, Inside, textbook and workbooks
7th- Newsela, Collections, Scholastic, Common Lit, Keystone, Inside, textbook and workbooks
8th- Newsela, Collections, Scholastic, Common Lit, Keystone, Inside, textbook and workbooks

All materials are either core or supplemental materials infused with informational or literary texts.

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

The school is implementing Conscious Discipline and Second Step regularly during homeroom classes. HERO positive behavior points center around SEL best practices and used throughout the school day, schoolwide. The school wide initiative of PAWS (Participate Responsibly, Act Kindly, Work Hard, and Show Respect) reminds students to employ social and emotional learning throughout the school day.

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

- * Self Awareness
- * Social Awareness
- * Responsible decision making
- * Self Management
- * Relationship Skills

* Conscious Discipline and Second Step are being implemented during homeroom to ensure that the five competencies of the Social Emotional Learning are being taught school wide.

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

- * We have incorporated Peer Counseling into the master schedule.
- * Mentoring Tomorrows Leaders is a student based mentoring group that mentor other students on social and emotional learning as well as provide a student leadership program.
- * HERO allows students to gather cougar points which incorporates social and emotional aspects of everyday life. Students are given an incentive for gathering a specific number of points.
- * Rights of Passage is an organization that works with male students on campus to ensure that they make good decisions based on social and emotional learning.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
<p>Learning Stations and Centers, infusing reading and writing across all curriculums and electives, infuse technology and reading strategies within classrooms. Students will be monitored using iReady in math, reading and Language Arts.</p>	<p>Administrators, curriculum coaches and teachers</p>	<p>4/12/2019</p>	<p>Based on reading and writing strategies that can be used in all curriculums and electives.</p>	

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School Improvement Plan (SIP)

School Name Dandy, William MS (1071)

School Year 2018 - 2019

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

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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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1	429	69 of 141	-429	87	173

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

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

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

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

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

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

FAIR-FS is administered three times per year (fall, mid-year, and spring) to students in grades 6-8. The administration of these assessments is done by the classroom teacher, but is overseen by the literacy coach. Additional progress monitoring is done with the assessments in the reading program in and teacher made assessments. Each department coach will create assessment using computer based programs to assessed students understanding of the standards being taught. These assessment will be conducted quarterly.

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

In order to ensure the fidelity of students not progressing towards school and district goals, students are referred to the RTI process. The team meets biweekly to monitor the progress of the students to ensure that the interventions are implemented with fidelity. The Literacy Coach provides support and professional development 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)?

William Dandy Middle focuses on standards-based instruction. Each grade level maps out their curriculum to ensure that all standards are taught. Curriculum is aligned to the standards. The PLC's monitor the standards being covered and mastered in the classrooms. Teachers provide differentiated instruction by using learning stations and centers based on best practices and learning standards.

- * Small group learning.
- * Technology incorporated into instructional time.
- * Incorporating Project Based Learning.
- * Providing complex informational and literary text within the classroom.

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

The school focuses on standards-based instruction. Each grade level maps out their curriculum to ensure that all standards are taught. Curriculum is aligned to the standards. The PLC's monitor the standards being covered and mastered in the classrooms. Students that are not meeting tier 1 strategies for learning in the classroom are recommended for tier 2 strategies and monitored on RtI.

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- Newsela, Collections, Common Lit, Inside textbook and workbooks
7th- Newsela, Collections, Common Lit, Inside textbook and workbooks
8th- Newsela, Collections, Common Lit, Inside textbook and workbooks

All materials are either core or supplemental materials infused with informational or literary texts.

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

The PBIS (Positive Behavior Intervention and Supports) " Model School" Program is being used throughout the school day, schoolwide. The school wide expectations (Respect, Responsibly, Tolerance, and) reminds students to employ social and emotional learning throughout the school day. We reward the students with quarterly VIP events, monthly PBS cards, drawings.

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

- * Self Awareness
- * Social Awareness
- * Responsible decision making
- * Self Management
- * Relationship Skills

Strategies are being implemented in classes to ensure that the five competencies of the Social Emotional Learning are being taught school wide.

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

- * We have incorporated Peer Counseling into the master schedule.
 - * Mentoring Program is a teacher to student program that allow an adult to work closely with a student on his or her social and emotional learning as well as provide a student leadership program.
 - * PBS cards allow students to earn cards/tickets which incorporates social and emotional aspects of everyday life. Students are given an incentive for gathering a specific number of cards/tickets.
- Men of Tomorrow is an organization that works with male students on campus to ensure that they make good decisions based on social and emotional learning.

School Improvement Plan (SIP)

School Name Dandy, William MS (1071)

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/MATH/SCIENCE/SOCIAL STUDIES/ELECTIVES	Monday Tuesday	1st2nd3rd4th	8/27/2018 - 5/20/2019	8:35 AM - 9:15 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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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	365	7.10	33.70	21.10	43.80	33.20
07	336	13.10	29.50	12.50	42.30	30.70
08	293	16.40	27.60	14.30	35.20	24.60

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

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

RtI Team Meeting Schedule

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

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	10/3/2018 - 5/22/2019	10:00 AM - 12:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
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 Upload Center

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WDMS-SAC-Agena-10-4-18.pdf	October	Monitored	10/17/2018
WDMS-SAC-Minutes-9-6-18.doc	October	Monitored	10/17/2018
WDMS-SAC-AGENDA-9-6-18.pdf	October	Developed	10/17/2018
SAC-Committee-Membership-2018-2019.pdf	October	Monitored	10/17/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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School Improvement Plan (SIP)

School Name Deerfield Beach MS (0911)

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	Wednesday	1st2nd3rd4th	8/22/2018 - 5/29/2019	9:00 AM - 10:00 AM	6, 7, 8
Language Arts	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	9:00 AM - 10:00 AM	6, 7, 8
Social Studies	Monday	1st2nd3rd4th5th	8/20/2018 - 5/20/2019	9:00 AM - 10:00 AM	6, 7, 8
Math	Monday	1st2nd3rd4th	8/20/2018 - 5/20/2019	9:00 AM - 10:00 AM	6, 7, 8
Science	Wednesday	1st2nd3rd4th	8/22/2018 - 5/29/2019	9:00 AM - 10:00 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	389	11.30	29.30	6.90	45.00	25.40
07	419	14.10	27.40	10.70	35.10	22.90
08	357	13.40	19.60	4.20	31.90	16.20

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

Student achievement is related to teacher effectiveness. In an effort to improve student achievement, Deerfield Beach Middle School will solicit assistance from the Office of Academics to support teachers in employing effective planning and instructional delivery practices. As a Teacher Incentive Fund (TIF) school, we will also solicit Instructional Support Facilitators to meet and support new teachers. Master Teachers/Coaches will provide support for teachers through mentorship and coaching practices. Professional Development will be facilitated by Instructional Coaches and Department Chairpersons. Administrators will meet weekly with teachers in Professional Learning Communities, as well as, conduct data chats to analyze interim assessment data with teachers in an effort to monitor student achievement.

Students are identified by teachers, administration, guidance and support staff for CPST (Collaborative Problem Solving Team), and RTI (Response to Intervention) is completed on each student who is identified. These students are identified for academic or behavioral concerns.

RtI Team Meeting Schedule

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Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	9/6/2018 - 6/4/2019	-
Thursday	1st, 2nd, 3rd, 4th	9/4/2018 - 6/4/2018	-

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>	

SCHOOL ADVISORY COUNCIL (SAC)

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SAC Upload Center

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September-26-Agenda.pdf	September	A+ Funds	10/26/2018
October-SAC-Sign-in.pdf	October	A+ Funds	10/26/2018
September-26-SAC-Sign-in.pdf	September	A+ Funds	10/26/2018

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	473	36 of 69	5	86	171

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

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

We have selected these areas to focus on as increasing in each of these areas will increase the proficiency levels of our students as well as increase our overall school performance grade.

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

Deerfield Beach Middle School will focus on scaling up key research-based practices through methods that have been effective in impacting student achievement and which are aligned to the school Professional Development Plan for the 2018-2019 School year. This includes:

School-wide Administration and Utilization of Result from Common Formative Assessment (CFA's)
School-Wide Literacy and Citing Textual Evidence
Goal Setting & Data Chats for Progress Monitoring
Differentiated Instruction
Daily Formative Assessments to Track Student Progress Towards Learning Target

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

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

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

chool-Wide Literacy and Citing Textual Evidence

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

Goal Setting & Data Chats for Progress Monitoring

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

DIFFERENTIATED INSTRUCTION

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

Daily Formative Assessments to Track Student Progress Towards Learning Target

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

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

School-level progress monitoring data includes:

Diagnostic Data - once; at the start of the school year

Standards Mastery Data - approximately every four (4) weeks

Common Formative Assesment Data - three (3) times each year

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

All assessments are calendarized and monitored. Each department uses data tracking sheets for students and teachers. Data is analyzed and used to drive instruction and create opportunities to reteach and remediate when 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)?

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

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

Teachers are involved in Professional Learning Communities (PLCs) on a weekly basis. During PLCs, tier I standards-based classroom instruction is addressed. Teachers share best practices and receive feedback from administrators who are a part of the PLCs.

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?

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

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

Our school has an SEL Liason and Committee tha works to ensure students are developing social and emotional skilss. There are also clubs that embedd SEL into their activities, and serve as ambassadors for our school. Our SEL Plan includes the SEL standards and we address these standards daily. Our students receive training from our club advisors and our teachers receive staff development from our district SEL liason and from our SEL committee.

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

Our SEL Plan addresses the five competencies of SEL. Our students and our staff receive lessons from our SEL liason monthly. These competencies are also embedded in our daily announcements and inour incentive and award programs.

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

Students have an opportunity to be a part of clubs, groups, and sports that address SEL competencies to ensure students have the opportunity to practice social emotional learning.

Strategies & Activities

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

School Name Deerfield Beach MS (0911)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

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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	473	36 of 69	5	86	171

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

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

We have selected these areas to focus on as increasing in each of these areas will increase the proficiency levels of our students as well as increase our overall school performance grade.

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

Deerfield Beach Middle School will focus on scaling up key research-based practices through methods that have been effective in impacting student achievement and which are aligned to the school Professional Development Plan for the 2018-2019 School year. This includes:

School-wide Administration and Utilization of Result from Common Formative Assessment (CFA's)
School-Wide Literacy and Citing Textual Evidence
Goal Setting & Data Chats for Progress Monitoring
Differentiated Instruction
Daily Formative Assessments to Track Student Progress Towards Learning Target

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

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

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

chool-Wide Literacy and Citing Textual Evidence

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

Goal Setting & Data Chats for Progress Monitoring

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

DIFFERENTIATED INSTRUCTION

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

Daily Formative Assessments to Track Student Progress Towards Learning Target

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

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

School-level progress monitoring data includes:

Diagnostic Data - once; at the start of the school year

Standards Mastery Data - approximately every four (4) weeks

Common Formative Assessment Data - three (3) times each year

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

All assessments are calendarized and monitored. Each department uses data tracking sheets for students and teachers. Data is analyzed and used to drive instruction and create opportunities to reteach and remediate when 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)?

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

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

Teachers are involved in Professional Learning Communities (PLCs) on a weekly basis. During PLCs, tier I standards-based classroom instruction is addressed. Teachers share best practices and receive feedback from administrators who are a part of the PLCs.

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?

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

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

Our school has an SEL Liason and Committee tha works to ensure students are developing social and emotional skilss. There are also clubs that embedd SEL into their activities, and serve as ambassadors for our school. Our SEL Plan includes the SEL standards and we address these standards daily. Our students receive training from our club advisors and our teachers receive staff development from our district SEL liason and from our SEL committee.

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

Our SEL Plan addresses the five competencies of SEL. Our students and our staff receive lessons from our SEL liason monthly. These competencies are also embedded in our daily announcements and inour incentive and award programs.

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

Students have an opportunity to be a part of clubs, groups, and sports that address SEL competencies to ensure students have the opportunity to practice social emotional learning.

Strategies & Activities

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

School Name Falcon Cove MS (3622)

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
World Languages	Wednesday	1st2nd3rd4th5th	8/22/2018 -	8:25 AM - 9:20 AM	6, 7, 8
ESE/Guidance	Wednesday	1st2nd3rd4th5th	8/22/2018 -	2:00 PM - 3:00 PM	6, 7, 8
Independent B	Monday	1st2nd3rd4th5th	8/20/2018 -	8:25 AM - 9:20 AM	6, 7, 8
Independent A	Monday	1st2nd3rd4th5th	8/20/2018 -	8:25 AM - 9:20 AM	6, 7, 8
Social Studies PLC	Monday	1st2nd3rd4th5th	8/20/2018 -	8:25 AM - 9:20 AM	6, 7, 8
Science PLC	Wednesday	1st2nd3rd4th5th	8/23/2018 -	8:25 AM - 9:20 AM	6, 7, 8
Reading/Research PLC	Monday	1st2nd3rd4th5th	8/20/2018 -	8:25 AM - 9:20 AM	6, 7, 8

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Math PLC	Monday	1st2nd3rd4th5th	8/20/2018 -	8:25 AM - 9:20 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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	732	4.90	3.30	1.10	5.50	1.80
07	755	8.70	4.40	2.30	4.20	2.00
08	857	10.70	3.50	2.70	5.30	3.00

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

Students in reading classes who earned a level 1 or 2 on last year's ELA FSA utilize the intervention program, achieve 3000. Achieve 3000 is an intervention program which works on remediating skills at a student's individual Lexile level. These students also use the intervention program, national geographic inside.

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

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

The ESOL Teacher assistant meet with ELLs from 8:55 to 9:25 in The Nest daily to help with homework.

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 -	2:00 PM - 3:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	

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
3622_MS_AgendaMinutesSignIn_101018.pdf	October	A+ Funds	10/30/2018
FCMS_SAC-ByLaws_18_19.pdf	September	SAC ByLaws	9/28/2018
3622_MS_AgendaMinutesSignIn_090518.pdf	September	Monitored	9/17/2018
3622_08232018_SAC-Meeting-Dates.doc	August	None	8/23/2018
3622_08232018_SAF-Meeting-Dates.doc	August	None	8/23/2018

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	676	6 of 16	18	46	92

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?

Social Studies

Literacy in Social Studies classrooms will be our focus to help improve overall student achievement. These areas were selected because only 59% of our lowest 25% are making reading gains with the Language Arts Florida Standards (LAFS). By focusing on LAFS intensely in Social Studies classrooms, we will be able to target all of our students, especially our lowest 25%.

ELA/Reading

The English Language Arts and Intensive Reading classrooms will be our focus to help improve overall student achievement. These areas were selected because only 59% of our lowest 25% are making reading gains with the Language Arts Florida Standards (LAFS). By focusing on LAFS intensely in the ELA classroom, we will be able to target all of our students, especially our lowest 25%.

Math

Geometry is one of the lowest topics across all grade levels. In 6th and 7th grade it is the lowest standard with 6th grade only earning 60% proficient and 8th grade 58%.

Science

Earth and Space Science is one of the lowest topics in the Science SSA with only 69% proficient.

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

Social Studies

All Social Studies (literacy) classrooms will incorporate multiple sources and different pieces of text to address LAFS. Teachers will continue to incorporate text-based writing prompts and questions to elicit text-based responses where students are required to support their thinking with text-based evidence. Teachers will continually assist students to improve literacy and grammar by providing feedback and suggestions in a timely manner.

ELA/Reading

All literacy classrooms will incorporate multiple sources and different pieces of text to address LAFS. Teachers will continue to incorporate text-based writing prompts and questions to elicit text-based responses where students are required to support their thinking with text-based evidence. Turn It In will be utilized via CANVAS to ensure students are responding originally to text-based writing prompts. Turn It In will also be utilized to give grammar feedback and suggestions to all literacy learners.

Literacy classes will incorporate blended learning via CANVAS to address the LAFS. Both English Language Arts and Reading classes will incorporate text sets at each student's lexile level as well as complex text to increase a student's exposure to grade level and above text. Both ELA and Reading will be using the program: NEWSLEA. Reading classes will also utilize Achieve 3000. This year we have purchased the Boost intervention components to incorporate with Achieve 3000 lessons. Both programs focus on reading informational text and writing skills using current event topics and/or articles related to other text being read in the literacy class.

Intensive Reading teachers differentiate instruction specific to each student's individual lexile reading level by utilizing the research-based programs, Achieve 3000 and National Geographic Inside.

English Language Arts teachers will utilize online tutorials, remediation, and enrichment components within the My HRW portal as well as the USA Test Prep portal in order to increase the overall reading proficiency for all students. District created writing prompts and performance tasks are also infused into Collections units throughout the year.

Math

We will continue to use PLC time to assess our common assessment data. We will continue to use that data to determine the students who need remediation and enrichment. This year we will start implementing PBL within our Geometry units. The goals of PBL is for student to have a full understanding of Geometry in the classroom and prep for FSA as well as its importance in the real world, outside the classroom.

Science

Science teachers will utilize common assessments and journaling in classes.

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

Social Studies

All Social Studies classes will incorporate at least one PBL this year. Sustained silent reading R&R (Read and Relax) time will be infused in one content area each month to further build the reading community within the school. Teachers and students will read and relax together during an allotted time in content areas monthly. Student engagement will be focused on more this year with learning stations will be introduced and utilized in social studies classrooms.

ELA/Reading

All literacy classes will incorporate at least one PBL this year. A school-wide novel will be focused on this year, *The Red Bandana*. All classrooms will have copies available for students to make sure this novel is accessible to all and to further build a community of readers on campus. Sustained silent reading R&R (Read and Relax) time will be infused in one content area each month to further build the reading community within the school. Teachers and students will read and relax together during an allotted time in content areas monthly. Student engagement will be focused on more this year with learning stations will be introduced and utilized in literacy classrooms. Teachers will use the IPG (Instructional Practice Guide) as a guide to classroom literacy.

Math

This year the BEST Practices will be scaled up with PBL activities in the classroom. Since PBL is new to our school, teachers will start with short PBL activities and lessons. Data will be collecting from the PBL to determine if the project was successful to decrease the Geometry achievement gap.

Science

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

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

Social Studies

Social Studies classes will use teacher-created performance tasks and writing prompts to progress monitor writing and literacy standards.

ELA/Reading

Intensive Reading classes will progress monitor students using Achieve 3000 data which is collected monthly by citing a student's lexile level. Lexile level progress and regression will be examined via Achieve 3000 performance reports. Intensive Reading classes will administer the FAIR-FS 3 times per year and examine student progress. ELA classes will use district-created/ teacher-created performance tasks and writing prompts to progress monitor writing standards. ELA teachers will use NEWSELA to monitor student lexile level progress quarterly.

Math

Common assessments are given at the end of each Unit in each grade level, about once every 3 weeks. In between the common assessment cadres are using PLC time to determine how 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 analysed to help student fully understand the topics.

Science

Common assessments are given at the end of each Unit in each grade level, Also CARE assessments are given about once every 4 weeks. Lowest 25% will be using USA Test prep to reinforce science concepts.

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

The school offers support for students not progressing by offering both math and reading help after school while pairing students up with Cypress Bay student volunteers. There are also peer counseling student pull outs in which our top academic students assist struggling students during their study hall elective classes.

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)?

By providing text, audio, video and hands-on learning that gives all kids a chance to access the material in whichever way is best suited to their learning strengths. This gives the students a chance to interact with the material in more than one way and getting them interested in the lesson.

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

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

Administration will monitor teachers in their classroom by continuously conducting observations and providing the appropriate feedback about the teachers instruction.

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?

Social Studies

6th grade - National Geographic World History Ancient Civilizations

7th grade - Houghton Mifflin Civics Integrated Civics, Economics and Geography and McGraw Hill Civics Economic & Geography

8th grade - TCI History Alive the United States through Industrialism

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ELA

ELA 6,7,8 Core material= textbook HMH Collections

ELA 6,7,8 Supplemental material=Vocabulary.Com, Newsela

ELA 6,7,8 Intervention material can be found within HMH Collections (Level-up tutorials) and USA Test Prep tutorials

Reading 6,7,8 Core/ Intervention material = textbook National Geographic Inside

Reading 6,7,8 Supplemental material= Achieve 3000, Vocabulary.Com, Newsela, REWARDS

DLA (Developmental Language Arts -ELL) 6,7,8 Core material= Keystone, ESL Reading Smart

DLA (Developmental Language Arts -ELL) 6,7,8 Intervention/Supplemental material=Vocabulary.Com, Newsela, Achieve 3000

School Wide Read of the Novel The Red Bandanna -This nonfiction novel will inspire us to be everyday heroes and teach us about 9/11.

MATH

Canvas

USA Test Prep

Textbook website (HRW) - tons of online resources

Textbooks (Go Math 6-8, Larson Algebra and Geometry)

Quizlet

Kahoot

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

Leadership Elective class is reading and discussing What Color Is Your Parachute? for Teens, with strategies for personal growth.

To help support Hispanic Heritage Month, Falcon Cove Middle held a showcase highlighting different Hispanic Cultures. In addition Falcon Cove held a parent information night in both Spanish and Portuguese. At this meeting we had staff members on hand to translate all the information in both Spanish and Portuguese. The meeting provided parents with information on Pinnacle, Canvas, Before/After School care, etc...

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.

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

-Peer Counselors offer SEL workshops for students on areas of bullying, test taking strategies, stress outside of school

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
<p>Learning Stations and Centers, infusing reading and writing across all curriculums and electives, infuse technology and reading strategies within classrooms. Students will be monitored using iReady in math and USATestPrep reading and Language Arts.</p>	<p>Administrators, curriculum coaches and teachers</p>	<p>5/20/2018</p>	<p>Based on reading and writing strategies that can be used in all curriculums and electives.</p>	
<p>During PLC time, literacy classroom teachers will work in cadre groups to explore various resources found in the Broward's Sharepoint ELA Pathways, Achieve 3000, Vocabulary.com, and GALE to find other supplemental resources to plan appropriately during a CARE cycle. Teachers will also explore the variety of text sets provided in NEWSELA which connect to their core textbook curriculum and plan units of instruction featuring multiple sources focusing in on one theme/central idea.</p>	<p>Laurie Reichow</p>	<p>4/25/2019</p>		<p>\$0.00</p>
<p>Effective note booking strategies, incorporating inquiry-based strategies, implementing new curriculum using 5E model, PBL projects and common assessments.</p>	<p>Jessica Velez</p>	<p>6/1/2019</p>	<p>Cadre groups will meet once a week to work together and create common assessments based on Test Item Specifications and data from the CARE Cycles. Cadre groups will discuss different strategies on note booking that will work for specific grade level topics. Cadre groups will collaborate on different strategies and activities to incorporate with the 5E model (new curriculum) and also take PD with the district and learn different ways to implement STEMScopes into the classroom. Teachers will also take PD on creating PBL and discuss this at their cadre meetings.</p>	

Strategies	Persons responsible	Deadline	Professional Development	Budget
<p>During PLC time, social studies classroom teachers will work in cadre groups to explore various resources to find other supplemental resources to plan appropriately during CARE cycles. Teachers will also explore how to connect to their core textbook curriculum and plan units of instruction featuring multiple sources focusing in on one theme/central idea.</p>	Christina Stewart	4/25/2019		\$0.00
<p>Common summative assessments, analysis of data, providing efficient enrichment and remediation using online tool;s, creating and sharing best practices in their PLC, implementing project based learning</p>	Andrea Kamay	5/30/2019		

School Improvement Plan (SIP)

School Name Glades MS (2021)

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
PLC - Department meetings	Tuesday	1st2nd3rd4th	8/28/2018 - 5/28/2019	8:35 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
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	524	5.70	8.00	4.00	18.50	7.80
07	455	6.80	12.50	8.60	27.30	13.60
08	434	6.90	7.10	2.50	14.70	4.80

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

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

1. The School Wide Positive Behavior Plan (SWPBP) implementation is monitored quarterly by the SWPBP Committee using the dashboard data. Teachers and administrators will adjust strategies when increases in disruptive behavior occur. Individual students with three or more referrals per quarter are referred to Rtl. The CPST team monitors these students.
2. Students failing two or more classes are referred to Rtl and also to the Extra Help Thursday sessions. The guidance counselors meet individually with students in the second quarter that are in danger of failing the grade and develop individual academic success plans.
3. Additionally, each academic area is utilizing a variety of strategies to assist the lower achieving students:
 - Mathematics - Peer tutoring - high performing mathematics students are pulled into a mathematics class, during their exploratory classes, to tutor struggling students one-on-one
 - Science: Quarterly students receive additional instruction and support based on performance on the formatative assessment. This instruction can be remediative, reinforcing or enrichment.
 - Reading and Social Studies jointly collaborate to allow for a range of comprehension and content reading strategies to be integrated into the Social Studies curriculum.

Additional interventions strategies that the school will employ for both reading and Math are as follows: In the ELA department teachers will be utilizing achievecore.org to help improve the academic performance of

students whom are not on grade level. The program will also be utilized with students from various academic steps to ensure that all students are successful. In order to assess for growth in particular areas of needs the department will then use USAtestprep for mid-evaluations to identify areas of growth.

The Math department will continue to progress monitor in the form of small group pull outs throughout the school year. The Department have utilized Khan Academy for students which helps with step by step practice and can be used for remediation as well.

The Rti Process team continues to meet twice a month to discuss students who meet the criteria for either academic or behavioral support. Teachers have been provided a training in regards to accessing ways in which to acknowledge students who may need to be on the Rti. Further training, may be provided in order for teachers to use the system effectively.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 3rd	9/6/2018 - 3/21/2019	10:00 AM - 12:00 PM
Thursday	1st, 3rd	9/6/2018 - 3/21/2019	10:35 AM - 1:30 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
SAC-ATTENDANCE--10-04-18.pdf	October	SAC ByLaws	10/18/2018
SAC-Agenda-10-4-2018.doc	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	555	19 of 56	6	77	153

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?

Glades Middle School's most recent 2018 school data shows the following trends:

63% of the students demonstrated satisfactory or better performance.

Grade 6

63% of students demonstrated satisfactory or better performance

Reporting Categories Results

- Key Ideas and Details: 54% Proficient; 46% Less than Satisfactory
- Craft and Structure: 61% Proficient; 39 % Less than Satisfactory
- Integration of Knowledge and Ideas: 45% Proficient; 55% Less than Satisfactory
- Language and Editing: 82 % Proficient; 18 % Less than Satisfactory
- Text Based Writing: 87 % Proficient; 27 % Less than satisfactory

Identified Strength:

Text based writing: 87 % of students demonstrated satisfactory performance on the tested skills or benchmarks

Identified Weakness:

- Integration of Knowldeg and Ideas: 55 % of the students demonstrated less than satisfactory levels

Grade 7

60 % of students demonstrated satisfactory or better performance

Reporting Categories Results

- Key Ideas and Details: 54 % Proficient; 46 % Less than Satisfactory
- Craft and Structure: 56 % Proficient; 44 % Less than Satisfactory
- Integration of Knowledge and Ideas: 52 % Proficient; 48 % Less than Satisfactory
- Language and Editing: 66 % Proficient; 34 % Less than Satisfactory
- Text Based Writing: 76 % Proficient; 24 % Less than Satisfactory

Identified Strength:

- Text-based writing: 76 % of students demonstrated satisfactory levels on the tested skills or benchmarks

Identified Weaknesses:

- Integration of Knowledge and Ideas: 48% of the students demonstrated less than satisfactory levels

Grade 8

68% of students demonstrated satisfactory or better performance

Reporting Categories Results

- Key Ideas and Details: 57 % Proficient; 43 % Less than Satisfactory
- Craft and Structure: 70% Proficient; 30% Less than Satisfactory
- Integration of Knowledge and Ideas: 62% Proficient; 38 % Less than Satisfactory
- Language and Editing: 86 % Proficient; 14 % Less than Satisfactory
- Text Based Writing: 88% Proficient; 13 % Less than Satisfactory

Identified Strengths

- Text-based writing: 88% of students demonstrated satisfactory levels on the tested skills or benchmarks

Identified Weakness:

- Key Ideas and Details: 48 % of the students demonstrated less than satisfactory levels

Mathematics

- 59% of the students demonstrated satisfactory performance.

Grade 6

67% of the students demonstrated satisfactory performance.

Reporting Categories:

- Ratios and Proportional Relationships: 67 % Proficient; 33 % Less than Satisfactory
- Expressions and Equations: 61% Proficient; 39 % Less than Satisfactory
- Geometry: 48 % Proficient; 52 % Less than Satisfactory
- Statistics and Probability: 66 % Proficient; 34 % Less than Satisfactory
- The Number System: 58% Proficient; 42 % Less than Satisfactory

Identified Strengths

- Ratios and Proportional Relationships: 67 % of the students demonstrated on satisfactory performance on tested skills and benchmarks

Identified Weakness

- Geometry: 48 % of the students demonstrated less than satisfactory performance

Grade 7

54% of the students demonstrated satisfactory performance.

Reporting Categories:

- Ratios and Proportional Relationships: 48 % Proficient; 52 % Less than Satisfactory
- Expressions and Equations: 40 % Proficient; 60 % Less than Satisfactory
- Geometry: 37 % Proficient; 63 % Less than Satisfactory
- Statistics and Probability: 54 % Proficient; 46 % Less than Satisfactory
- The Number System: 37% Proficient; 63 % Less than Satisfactory

Identified Strengths

Statistics and Probability: 54% of students demonstrated satisfactory performance on the tested skills and benchmarks

Identified Weakness

The Number Systems: 63% of students scored less than satisfactory
Geometry: 63% of students scored less than satisfactory

Grade 8

47 % of the students demonstrated satisfactory performance.

Reporting Categories:

- Expressions and Equations: 39% Proficient; 61 % Less than satisfactory
- Functions: 40% Proficient; 60% Less than satisfactory
- Geometry: 31% Proficient; 69% Less than satisfactory
- Statistics and Probability and the Number System: 51% Proficient; 49% Less than satisfactory

Identified Strengths

Statistics and Probability: 51% of the students demonstrated satisfactory performance.

Identified Weakness

Geometry: 69 % of students scored less than satisfactory

Algebra

99% of the students demonstrated satisfactory performance.

Reporting Categories:

- Algebra and Modeling: 62% proficient; 38% of students scored less than satisfactory
- Functions and Modeling: 59% proficient; 41% of students scored less than satisfactory
- Statistics and the Number System: 48% proficient; 52% of students scored less than satisfactory

Identified Strengths

Functions and Modeling: 59% of the students demonstrated satisfactory performance.

Identified Weakness:

Statistics and the Number System: 52 % of students scored less than satisfactory

Geometry

100% of the students demonstrated satisfactory performance.

Reporting Categories:

- Congruence, Similarity, Right Angles and Trigonometry: 80% Proficient; 20% of students less than satisfactory
- Circles, Geometric Measurement, and Geometric Properties with Equations: 68% proficient; 32% of students scored less than satisfactory
- Modeling with Geometry: 70% proficient; 30% of students scored less than satisfactory

Identified Strengths

- Congruence, Similarity, Right Angles and Trigonometry: 80% students demonstrated satisfactory performance

Identified Weakness

- Circles, Geometric Measurement, and Geometric Properties with Equations: 32% of students scored less than satisfactory

Science

55 % of the students (364) who took the SSA demonstrated satisfactory or better performance.

100 % of students demonstrated satisfactory or better performance in Biology.

Reporting Category Results

Nature of Science: 64% proficient; 36% Less than satisfactory

Earth & Space Science: 63% Proficient; 37% Less than satisfactory

Physical Science: 67 % proficient; 33% Less than satisfactory
Life Science: 67% Proficient: 33% Less than satisfactory

Strength:

Life science: 67% Proficient demonstrated satisfactory or better performance
Physical Science: 67% proficient demonstrated satisfactory or better performance

Weakness:

37% of students less than satisfactory

Civics (Grade 7 only)

73% of all students demonstrated satisfactory or better performance.

Reporting Category Results:

- Origins and Purposes of Laws and Governments: 61% Proficient, 39% Less than Satisfactory
- Roles, Rights, and Responsibilities of Citizens: 60% Proficient; 40% Less than Satisfactory
- Government Policies and Political Processes : 57% Proficient; 43% Less than satisfactory
- Organizations and Functions of Government: 58% proficient; 42% Less than satisfactory

Strengths :

- Origins and Purposes of Laws and Governments: 57% of students proficient

Weaknesses

- Government Policies and Political Processes: 43% of students scored less than satisfactory.

Goals

Reading:

Sixth through eighth grade students scheduled in an intensive reading class will increase 10 points in their percentile score by May 2019 as measured by the Florida Assessments for Instruction in Reading (FAIR) through the Florida Progress and Reporting Network (PMRN).

English Language Arts/Reading Literacy:

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

Mathematics:

In the 2018-2019 school year, data from teacher created Common Formative Assessments (CFA) developed at DOK level 3 or higher will show that % of students will master the standard(s) tested in 6th-8th grade Math. Mastery is considered to be receiving a score of 70% or higher. This data will be collected bi-quarterly and will be used to restructure instruction by providing remediation/enrichment to students through the use of Khan Academy, small group learning centers, and direct explicit instruction.

Science:

In the 2018/2019 School Year, the number of 8th-grade students demonstrating proficiency on combined

Science and Biology Assessment through a score of percent or higher on the Science Curriculum Assessment will increase from % to % by May 2019.

Civics:

In the 2018/2019 School Year, the percentage of 7th-grade students demonstrating satisfactory or better levels on the Common Formative Assessment will increase from % to %. The students demonstrating less than satisfactory levels of their skills or benchmark understanding will decrease by 5%.

?

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

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

English Language Arts and Reading Literacy

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

Mathematics

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

Science

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

Civics:

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

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

English Language Arts (ELA) and Reading

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

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

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

- English Language Arts (ELA) teachers follow a pacing calendar for focusing on the same LAFS.
- ELA teachers will implement grade-specific exemplar lessons aligned to the LAFS and including tasks designed using Florida Standards Assessment (FSA) test item specification and additional online resources individually researched or provided by the Curriculum Leader.
- ELA teachers attend various trainings during summer or throughout the school year to analyze student work from exemplar lessons and plan for instruction based on student data. Resources on this content are also shared by the Curriculum Leaders.
- Curriculum Leader will support teachers with implementing the instructional shifts required by the Florida Standards.

- Formative Assessments aligned to Florida Standards are used in grades 6-12 through a pre-test, mid-test, and post-test administered in ELA, Reading, and Social Studies classes respectively.
- ELA teachers in grades 6-8 will use newly adopted curriculum aligned to LAFS from various purchased resources or web-based programs.
- Curriculum Leader will hold writing workshops with 6th-grade teachers to model exemplar lessons to drive up FSA scores in writing.

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

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

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

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

Mathematics

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

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

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

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

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

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

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

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

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

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

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

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

Science

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

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

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

- Teachers will develop/plan remediation, reinforcement, and enrichment activities to review content from Life Science, Space Science and Earth Science and Physical Science.

- Teachers use developed activities to hold "extra help sessions" for students based on their identified proficiency, using the formative assessment data.
- Teachers use a variety of reviewing activities, including vocabulary activities, to reinforce concepts in Life Science, Earth Science and Space Science.

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

- Teachers meet in professional learning communities weekly to review student data on science benchmarks.
- Teachers use the common formative assessment data to identify students for instructional intervention strategies.
- Teachers use a variety of instructional intervention strategies, that include listening, speaking, reading, and writing to remediate, reinforce and enrich student understanding of NGSSS standards.
- Teachers use a variety of instructional intervention strategies, including listening, speaking, reading, and writing vocabulary activities, to reinforce concepts in Life Science, Earth Science and Space Science.

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

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

Civics:

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

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

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

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

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

Students who are not progressing towards district goals will receive enrichment programs provided by the school. The school will implement the push-in/pull-out program to focus on the targeted group.

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

Weekly walkthrough and observations by administration, reading, math coaches will take place to ensure the plan is being implemented with fidelity.

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 utilizes computer-based programs that are aligned to state standards. These programs are funded by the district to assist in student achievement.

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

Our school have access to the Suite 360 which is being incorporated in each core classes. The program have modules where students can read and learn about Social Emotional needs.

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 assigned to the different core subjects so that all five are being taught.

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

The school have a mentoring program for a selected group of students.

Strategies & Activities

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

School Name Glades MS (2021)

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
PLC - Department meetings	Tuesday	1st2nd3rd4th	8/28/2018 - 5/28/2019	8:35 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
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	524	5.70	8.00	4.00	18.50	7.80
07	455	6.80	12.50	8.60	27.30	13.60
08	434	6.90	7.10	2.50	14.70	4.80

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

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

1. The School Wide Positive Behavior Plan (SWPBP) implementation is monitored quarterly by the SWPBP Committee using the dashboard data. Teachers and administrators will adjust strategies when increases in disruptive behavior occur. Individual students with three or more referrals per quarter are referred to Rtl. The CPST team monitors these students.
2. Students failing two or more classes are referred to Rtl and also to the Extra Help Thursday sessions. The guidance counselors meet individually with students in the second quarter that are in danger of failing the grade and develop individual academic success plans.
3. Additionally, each academic area is utilizing a variety of strategies to assist the lower achieving students:
 - Mathematics - Peer tutoring - high performing mathematics students are pulled into a mathematics class, during their exploratory classes, to tutor struggling students one-on-one
 - Science: Quarterly students receive additional instruction and support based on performance on the formatative assessment. This instruction can be remediative, reinforcing or enrichment.
 - Reading and Social Studies jointly collaborate to allow for a range of comprehension and content reading strategies to be integrated into the Social Studies curriculum.

Additional interventions strategies that the school will employ for both reading and Math are as follows: In the ELA department teachers will be utilizing achievecore.org to help improve the academic performance of

students whom are not on grade level. The program will also be utilized with students from various academic steps to ensure that all students are successful. In order to assess for growth in particular areas of needs the department will then use USAtestprep for mid-evaluations to identify areas of growth.

The Math department will continue to progress monitor in the form of small group pull outs throughout the school year. The Department have utilized Khan Academy for students which helps with step by step practice and can be used for remediation as well.

The Rti Process team continues to meet twice a month to discuss students who meet the criteria for either academic or behavioral support. Teachers have been provided a training in regards to accessing ways in which to acknowledge students who may need to be on the Rti. Further training, may be provided in order for teachers to use the system effectively.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 3rd	9/6/2018 - 3/21/2019	10:00 AM - 12:00 PM
Thursday	1st, 3rd	9/6/2018 - 3/21/2019	10:35 AM - 1:30 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
SAC-ATTENDANCE--10-04-18.pdf	October	SAC ByLaws	10/18/2018
SAC-Agenda-10-4-2018.doc	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	555	19 of 56	6	77	153

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?

Glades Middle School's most recent 2018 school data shows the following trends:

63% of the students demonstrated satisfactory or better performance.

Grade 6

63% of students demonstrated satisfactory or better performance

Reporting Categories Results

- Key Ideas and Details: 54% Proficient; 46% Less than Satisfactory
- Craft and Structure: 61% Proficient; 39 % Less than Satisfactory
- Integration of Knowledge and Ideas: 45% Proficient; 55% Less than Satisfactory
- Language and Editing: 82 % Proficient; 18 % Less than Satisfactory
- Text Based Writing: 87 % Proficient; 27 % Less than satisfactory

Identified Strength:

Text based writing: 87 % of students demonstrated satisfactory performance on the tested skills or benchmarks

Identified Weakness:

- Integration of Knowldeg and Ideas: 55 % of the students demonstrated less than satisfactory levels

Grade 7

60 % of students demonstrated satisfactory or better performance

Reporting Categories Results

- Key Ideas and Details: 54 % Proficient; 46 % Less than Satisfactory
- Craft and Structure: 56 % Proficient; 44 % Less than Satisfactory
- Integration of Knowledge and Ideas: 52 % Proficient; 48 % Less than Satisfactory
- Language and Editing: 66 % Proficient; 34 % Less than Satisfactory
- Text Based Writing: 76 % Proficient; 24 % Less than Satisfactory

Identified Strength:

- Text-based writing: 76 % of students demonstrated satisfactory levels on the tested skills or benchmarks

Identified Weaknesses:

- Integration of Knowledge and Ideas: 48% of the students demonstrated less than satisfactory levels

Grade 8

68% of students demonstrated satisfactory or better performance

Reporting Categories Results

- Key Ideas and Details: 57 % Proficient; 43 % Less than Satisfactory
- Craft and Structure: 70% Proficient; 30% Less than Satisfactory
- Integration of Knowledge and Ideas: 62% Proficient; 38 % Less than Satisfactory
- Language and Editing: 86 % Proficient; 14 % Less than Satisfactory
- Text Based Writing: 88% Proficient; 13 % Less than Satisfactory

Identified Strengths

- Text-based writing: 88% of students demonstrated satisfactory levels on the tested skills or benchmarks

Identified Weakness:

- Key Ideas and Details: 48 % of the students demonstrated less than satisfactory levels

Mathematics

- 59% of the students demonstrated satisfactory performance.

Grade 6

67% of the students demonstrated satisfactory performance.

Reporting Categories:

- Ratios and Proportional Relationships: 67 % Proficient; 33 % Less than Satisfactory
- Expressions and Equations: 61% Proficient; 39 % Less than Satisfactory
- Geometry: 48 % Proficient; 52 % Less than Satisfactory
- Statistics and Probability: 66 % Proficient; 34 % Less than Satisfactory
- The Number System: 58% Proficient; 42 % Less than Satisfactory

Identified Strengths

- Ratios and Proportional Relationships: 67 % of the students demonstrated on satisfactory performance on tested skills and benchmarks

Identified Weakness

- Geometry: 48 % of the students demonstrated less than satisfactory performance

Grade 7

54% of the students demonstrated satisfactory performance.

Reporting Categories:

- Ratios and Proportional Relationships: 48 % Proficient; 52 % Less than Satisfactory
- Expressions and Equations: 40 % Proficient; 60 % Less than Satisfactory
- Geometry: 37 % Proficient; 63 % Less than Satisfactory
- Statistics and Probability: 54 % Proficient; 46 % Less than Satisfactory
- The Number System: 37% Proficient; 63 % Less than Satisfactory

Identified Strengths

Statistics and Probability: 54% of students demonstrated satisfactory performance on the tested skills and benchmarks

Identified Weakness

The Number Systems: 63% of students scored less than satisfactory
Geometry: 63% of students scored less than satisfactory

Grade 8

47 % of the students demonstrated satisfactory performance.

Reporting Categories:

- Expressions and Equations: 39% Proficient; 61 % Less than satisfactory
- Functions: 40% Proficient; 60% Less than satisfactory
- Geometry: 31% Proficient; 69% Less than satisfactory
- Statistics and Probability and the Number System: 51% Proficient; 49% Less than satisfactory

Identified Strengths

Statistics and Probability: 51% of the students demonstrated satisfactory performance.

Identified Weakness

Geometry: 69 % of students scored less than satisfactory

Algebra

99% of the students demonstrated satisfactory performance.

Reporting Categories:

- Algebra and Modeling: 62% proficient; 38% of students scored less than satisfactory
- Functions and Modeling: 59% proficient; 41% of students scored less than satisfactory
- Statistics and the Number System: 48% proficient; 52% of students scored less than satisfactory

Identified Strengths

Functions and Modeling: 59% of the students demonstrated satisfactory performance.

Identified Weakness:

Statistics and the Number System: 52 % of students scored less than satisfactory

Geometry

100% of the students demonstrated satisfactory performance.

Reporting Categories:

- Congruence, Similarity, Right Angles and Trigonometry: 80% Proficient; 20% of students less than satisfactory
- Circles, Geometric Measurement, and Geometric Properties with Equations: 68% proficient; 32% of students scored less than satisfactory
- Modeling with Geometry: 70% proficient; 30% of students scored less than satisfactory

Identified Strengths

- Congruence, Similarity, Right Angles and Trigonometry: 80% students demonstrated satisfactory performance

Identified Weakness

- Circles, Geometric Measurement, and Geometric Properties with Equations: 32% of students scored less than satisfactory

Science

55 % of the students (364) who took the SSA demonstrated satisfactory or better performance.

100 % of students demonstrated satisfactory or better performance in Biology.

Reporting Category Results

Nature of Science: 64% proficient; 36% Less than satisfactory

Earth & Space Science: 63% Proficient; 37% Less than satisfactory

Physical Science: 67 % proficient; 33% Less than satisfactory
Life Science: 67% Proficient: 33% Less than satisfactory

Strength:

Life science: 67% Proficient demonstrated satisfactory or better performance
Physical Science: 67% proficient demonstrated satisfactory or better performance

Weakness:

37% of students less than satisfactory

Civics (Grade 7 only)

73% of all students demonstrated satisfactory or better performance.

Reporting Category Results:

- Origins and Purposes of Laws and Governments: 61% Proficient, 39% Less than Satisfactory
- Roles, Rights, and Responsibilities of Citizens: 60% Proficient; 40% Less than Satisfactory
- Government Policies and Political Processes : 57% Proficient; 43% Less than satisfactory
- Organizations and Functions of Government: 58% proficient; 42% Less than satisfactory

Strengths :

- Origins and Purposes of Laws and Governments: 57% of students proficient

Weaknesses

- Government Policies and Political Processes: 43% of students scored less than satisfactory.

Goals

Reading:

Sixth through eighth grade students scheduled in an intensive reading class will increase 10 points in their percentile score by May 2019 as measured by the Florida Assessments for Instruction in Reading (FAIR) through the Florida Progress and Reporting Network (PMRN).

English Language Arts/Reading Literacy:

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

Mathematics:

In the 2018-2019 school year, data from teacher created Common Formative Assessments (CFA) developed at DOK level 3 or higher will show that % of students will master the standard(s) tested in 6th-8th grade Math. Mastery is considered to be receiving a score of 70% or higher. This data will be collected bi-quarterly and will be used to restructure instruction by providing remediation/enrichment to students through the use of Khan Academy, small group learning centers, and direct explicit instruction.

Science:

In the 2018/2019 School Year, the number of 8th-grade students demonstrating proficiency on combined

Science and Biology Assessment through a score of percent or higher on the Science Curriculum Assessment will increase from % to % by May 2019.

Civics:

In the 2018/2019 School Year, the percentage of 7th-grade students demonstrating satisfactory or better levels on the Common Formative Assessment will increase from % to %. The students demonstrating less than satisfactory levels of their skills or benchmark understanding will decrease by 5%.

?

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

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

English Language Arts and Reading Literacy

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

Mathematics

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

Science

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

Civics:

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

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

English Language Arts (ELA) and Reading

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

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

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

- English Language Arts (ELA) teachers follow a pacing calendar for focusing on the same LAFS.
- ELA teachers will implement grade-specific exemplar lessons aligned to the LAFS and including tasks designed using Florida Standards Assessment (FSA) test item specification and additional online resources individually researched or provided by the Curriculum Leader.
- ELA teachers attend various trainings during summer or throughout the school year to analyze student work from exemplar lessons and plan for instruction based on student data. Resources on this content are also shared by the Curriculum Leaders.
- Curriculum Leader will support teachers with implementing the instructional shifts required by the Florida Standards.

- Formative Assessments aligned to Florida Standards are used in grades 6-12 through a pre-test, mid-test, and post-test administered in ELA, Reading, and Social Studies classes respectively.
- ELA teachers in grades 6-8 will use newly adopted curriculum aligned to LAFS from various purchased resources or web-based programs.
- Curriculum Leader will hold writing workshops with 6th-grade teachers to model exemplar lessons to drive up FSA scores in writing.

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

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

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

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

Mathematics

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

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

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

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

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

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

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

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

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

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

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

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

Science

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

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

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

- Teachers will develop/plan remediation, reinforcement, and enrichment activities to review content from Life Science, Space Science and Earth Science and Physical Science.

- Teachers use developed activities to hold "extra help sessions" for students based on their identified proficiency, using the formative assessment data.
- Teachers use a variety of reviewing activities, including vocabulary activities, to reinforce concepts in Life Science, Earth Science and Space Science.

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

- Teachers meet in professional learning communities weekly to review student data on science benchmarks.
- Teachers use the common formative assessment data to identify students for instructional intervention strategies.
- Teachers use a variety of instructional intervention strategies, that include listening, speaking, reading, and writing to remediate, reinforce and enrich student understanding of NGSSS standards.
- Teachers use a variety of instructional intervention strategies, including listening, speaking, reading, and writing vocabulary activities, to reinforce concepts in Life Science, Earth Science and Space Science.

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

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

Civics:

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

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

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

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

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

Students who are not progressing towards district goals will receive enrichment programs provided by the school. The school will implement the push-in/pull-out program to focus on the targeted group.

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

Weekly walkthrough and observations by administration, reading, math coaches will take place to ensure the plan is being implemented with fidelity.

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 utilizes computer-based programs that are aligned to state standards. These programs are funded by the district to assist in student achievement.

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

Our school have access to the Suite 360 which is being incorporated in each core classes. The program have modules where students can read and learn about Social Emotional needs.

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 assigned to the different core subjects so that all five are being taught.

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

The school have a mentoring program for a selected group of students.

Strategies & Activities

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

School Name Indian Ridge MS (3471)

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
Math, Science, SS, Enrichment, Reading, ELA, ESE/Guidance	Tuesday	1st2nd3rd4th	8/14/2018 - 6/4/2019	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
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	658	10.50	10.20	2.90	13.80	6.50
07	703	14.70	8.50	2.60	13.90	7.00
08	633	14.80	13.10	2.80	12.30	9.60

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

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

RtI Team Meeting Schedule

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

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th	8/15/2018 - 6/5/2019	10:00 AM - 1:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
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-2018-19-Meeting-Dates-(1).doc	August	None	11/4/2018
SAF-October-2018.pdf	October	None	11/4/2018
SAC-Composition-2018-2019.pdf	September	None	10/25/2018
October-Minutes--Agenda--and-Sign-in.pdf	October	Monitored	10/18/2018
October-Minutes--Agenda--and-Sign-in.pdf	October	A+ Funds	10/18/2018
September-2018_-Agenda--Minutes--Signin-sheet.PDF	September	Approved	10/18/2018
SAC-ByLaws-18-19-Final.pdf	September	SAC ByLaws	9/27/2018

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
7	592	28 of 56	2	112	223

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?

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

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

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

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

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

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

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

School-level progress monitoring data

- Common Formative Assessments (CFAs) (monthly)
- Summative Assessments (yearly)
- Informal Assessments (daily)
- Pinnacle (daily)
- Observations (daily)

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

- Morning Tutor
- Remediation within the classroom
- Pull outs
- Learning Strategies Class
- Support Faciliators assisting struggling students
- Resource Room

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)?

- Instructional Focus Calendars
- CFA's
- Lesson Plans
- Classroom Observations
- Data Chats
- PLC's
- Professional Development

Evidence

- Portfolios
- Observations
- Progress Monitoring of data collected
- District Assessments
- USATest Prep Reports

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

- Lesson Plans
- Classroom Observations
- PLC's (CARE cycle)
- 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?

- Blended learning classes (laptop carts in core classes)
- Digital Literacy Learning Systems (Mobymax, Edmarks)
- NewsELA
- Canvas

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

- 1. Second Step Program**
- 2. “Starts with Hello” Sandy Hook Initiative**
- 3. GSA Afterschool Club**
- 4. Peer Counseling Class (mediation, awareness, suicide prevention, domestic violence, effective communication)**

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

- 1. Second Step Program**
- 2. “Starts with Hello” Sandy Hook Initiative**
- 3. GSA Afterschool Club**
- 4. Peer Counseling Class (mediation, awareness, suicide prevention, domestic violence, effective communication)**

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

- 1. Second Step Program**
- 2. “Starts with Hello” Sandy Hook Initiative**
- 3. GSA Afterschool Club**
- 4. Peer Counseling Class (mediation, awareness, suicide prevention, domestic violence, effective communication)**

The school-wide policy and practices support the social emotional learning of students by training Peer Counselors to education the students on a range of SEL topics.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
"Pull out" Sessions, Staff Development and Best Practices through PLC's, Remediation and Enrichment Activities, PBL	Administration, Leadership Team, Literacy Coach	6/5/2019		\$15,000

School Improvement Plan (SIP)

School Name Lauderdale Lakes MS (1701)

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
Innovative Programs	Monday Tuesday Wednesday Thursday	1st2nd3rd4th	9/7/2018 - 5/17/2018	7:10 AM - 8:00 AM	6, 7, 8
Math	Monday Tuesday Wednesday Thursday	1st2nd3rd4th	9/14/2018 - 5/17/2018	8:03 AM - 8:53 AM	6, 7, 8
Science	Monday Tuesday Wednesday Thursday	1st2nd3rd4th	9/7/2018 - 5/17/2018	9:49 AM - 10:39 AM	6, 7, 8
Social Studies	Monday Tuesday Wednesday Thursday	1st2nd3rd4th	9/7/2018 - 5/17/2018	12:05 PM - 12:55 PM	6, 7, 8
ELA	Monday Tuesday Wednesday Thursday	1st2nd3rd4th	9/7/2018 - 5/17/2018	12:55 PM - 1:45 PM	6, 7, 8

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Reading	Monday Tuesday Wednesday Thursday	1st2nd3rd4th	9/7/2018 - 5/17/2018	1:50 PM - 2:40 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)						
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	323	11.50	33.10	6.80	44.30	24.10
07	297	18.20	28.30	6.70	46.80	27.60
08	301	20.90	31.20	1.00	41.90	28.90

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

1. At risk academic students are identified through D/F reports weekly.
2. At risk behavior students are identified through BASIS data reports weekly.
3. Each D/F student and each behavior student's name is presented weekly through our SAED meetings.
4. At risk students are assigned a guidance team member, instructional coach or assistant principal (A life Coach) and monitoring frequency is determined based on need.
5. Outcomes of interventions are shared weekly and a determination is made whether or not to continue monitoring lessening the Tiered support provided to the student.

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
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
10.09.18SAFagenda-(1).docx	October	SAF ByLaws	10/18/2018
10.09.18SAFminutes.docx	October	SAF ByLaws	10/18/2018
10.09.18SACminutes.docx	October	SAC ByLaws	10/10/2018
9.25SACminutes.doc	October	SAC ByLaws	10/10/2018
Ochtsac-saf-10-Oct-2018-13-04-16.pdf	October	SAC ByLaws	10/10/2018
9.25SACminutes.doc	October	SAC ByLaws	10/8/2018

File Name	Meeting Month	Document Type	Uploaded Date
925SACuploads.pdf	October	SAC ByLaws	10/8/2018

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	429	35 of 56	3	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?

Based on SES Band Data, the content areas that we will be focusing on for improving student achievement is lowest 25% learning gains for both reading and math.

We chose these area because students in the lowest 25% are not making gains at the same rate as student's not in the lowest 25%. Additionally, our goal is for the lowest 25% students to have 60% gains. This will contribute towards our efforts of becoming a "B" school (53 percentage points, where we currently have 48 percentage points, therefore needing +5 percentage points).

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

Our specific BESTpractice #1 that will be scaled up is Authentic Professional Learning Communities (PLCs).

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

During PLC's we look at student evidence and data to make decisions about curriculum. We also support teacher's development by providing feedback on lesson plans and activity alignment to standards. Teacher's share best practices about small group instruction and research based instructional practices.

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

Through our SEAD collaboration, we identify target groups and progress monitor their learning. Instructional coaches collaborate to support teacher's in implementing Formative assessments which we will review to identify if we are on track to meeting our goals. Administrators meet with teacher's through building capacity to have data chats with teachers. Additionally, teachers and instructional leaders review diagnostic data for both i-Ready and Achieve 3000 to create small groups for classrooms and provide targeted remediation.

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

Item Specs are utilized to provide feedback to teachers and create formative assessments. Conversations around assessment limits are had to ensure fidelity of assessments. Lowest 25% classes have a "para scorecard" in which we track at risk students and determine if they are meeting their remediation goals on i-Ready and Achieve 3000. Additionally, all students are met with twice a quarter by their Life Coach Ambassador to determine if students are on track to making learning gains in both Math and Reading utilizing i-Ready and Achieve 3000 pathways.

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)?

Teacher's are supported with standards based planning during Power Hour by instructional coaches. Teacher's unwrap standards and identify standards-based activities. During PLCs teacher's collaborate on best practices and resources for small group instruction (delivery). During Power Hour teacher's also collaborate on cross-curricular planning which supports diverse learners. Technology is also utilized on a daily basis for small group instruction (blended learning).

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

The FAST Pass feedback cycle is utilized with the Lowest 25% teachers in both ELA and Math to support teachers by providing timely feedback. Teachers utilize Power Hour which is progress monitored through instructional coach support to ensure the fidelity of Tier 1 practices. Administrators conduct informal observations to provide teachers with feedback on Tier 1 instructional practices, as well as meet with teachers through building capacity sessions to provide feedback and identify next steps.

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 text utilized is Collections in the ELA classrooms. For interventions we utilize the Inside textbook. For supplemental material for Lowest 25% classes we utilize Achieve 3000. LAFS is used as a supplement for push-in support by the instructional coach/AP small group instruction.

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

Our school implements the Broward County Public School SEL Standards through Power Hour lesson plans and activities with students. Additionally, Naviance is utilized to guide students in college and career readiness. Lastly, through our Life Coach Ambassador program, support staff meets with students and discusses attendance, behavior, and academic progress towards college and career readiness.

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 of SEL is explicitly integrated school-wide through Power Hour lessons and activities. Teachers collaborate utilizing secondstep.org to create lessons and activities to complete with students. Our SEL teachers then work collaboratively through Power Hour to share best practices with other teachers.

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

Our school-wide positive behavior sequence and character trait expectations support the social emotional learning for students. This sequence is to support students to make positive choice and correct their behavior before consequences. Our 8 school-wide character expectations guide students towards positive behavior. Additionally, we have school-wide mentoring programs such as small group pull-out support by school counselors and social workers, girl scouts, and Project L.I.V.E.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Created PLC ambassador groups to build capacity. Agendas are collaborated on ahead of time. Teachers have input as to what PLC goals should be/outcomes. Instructional coaches/AP will provide feedback to Ambassadors on PLC district protocols.	Willie, Clerveaux, Riley, Joseph, PLC Ambassadors, AP's	10/11/2018	N/A	

School Improvement Plan (SIP)

School Name Lauderdale Lakes MS (1701)

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
Innovative Programs	Monday Tuesday Wednesday Thursday	1st2nd3rd4th	9/7/2018 - 5/17/2018	7:10 AM - 8:00 AM	6, 7, 8
Math	Monday Tuesday Wednesday Thursday	1st2nd3rd4th	9/14/2018 - 5/17/2018	8:03 AM - 8:53 AM	6, 7, 8
Science	Monday Tuesday Wednesday Thursday	1st2nd3rd4th	9/7/2018 - 5/17/2018	9:49 AM - 10:39 AM	6, 7, 8
Social Studies	Monday Tuesday Wednesday Thursday	1st2nd3rd4th	9/7/2018 - 5/17/2018	12:05 PM - 12:55 PM	6, 7, 8
ELA	Monday Tuesday Wednesday Thursday	1st2nd3rd4th	9/7/2018 - 5/17/2018	12:55 PM - 1:45 PM	6, 7, 8

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Reading	Monday Tuesday Wednesday Thursday	1st2nd3rd4th	9/7/2018 - 5/17/2018	1:50 PM - 2:40 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)						
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	323	11.50	33.10	6.80	44.30	24.10
07	297	18.20	28.30	6.70	46.80	27.60
08	301	20.90	31.20	1.00	41.90	28.90

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

1. At risk academic students are identified through D/F reports weekly.
2. At risk behavior students are identified through BASIS data reports weekly.
3. Each D/F student and each behavior student's name is presented weekly through our SAED meetings.
4. At risk students are assigned a guidance team member, instructional coach or assistant principal (A life Coach) and monitoring frequency is determined based on need.
5. Outcomes of interventions are shared weekly and a determination is made whether or not to continue monitoring lessening the Tiered support provided to the student.

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
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
10.09.18SAFagenda-(1).docx	October	SAF ByLaws	10/18/2018
10.09.18SAFminutes.docx	October	SAF ByLaws	10/18/2018
10.09.18SACminutes.docx	October	SAC ByLaws	10/10/2018
9.25SACminutes.doc	October	SAC ByLaws	10/10/2018
Ochtsac-saf-10-Oct-2018-13-04-16.pdf	October	SAC ByLaws	10/10/2018
9.25SACminutes.doc	October	SAC ByLaws	10/8/2018

File Name	Meeting Month	Document Type	Uploaded Date
925SACuploads.pdf	October	SAC ByLaws	10/8/2018

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	429	35 of 56	3	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?

Based on SES Band Data, the content areas that we will be focusing on for improving student achievement is lowest 25% learning gains for both reading and math.

We chose these area because students in the lowest 25% are not making gains at the same rate as student's not in the lowest 25%. Additionally, our goal is for the lowest 25% students to have 60% gains. This will contribute towards our efforts of becoming a "B" school (53 percentage points, where we currently have 48 percentage points, therefore needing +5 percentage points).

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

Our specific BESTpractice #1 that will be scaled up is Authentic Professional Learning Communities (PLCs).

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

During PLC's we look at student evidence and data to make decisions about curriculum. We also support teacher's development by providing feedback on lesson plans and activity alignment to standards. Teacher's share best practices about small group instruction and research based instructional practices.

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

Through our SEAD collaboration, we identify target groups and progress monitor their learning. Instructional coaches collaborate to support teacher's in implementing Formative assessments which we will review to identify if we are on track to meeting our goals. Administrators meet with teacher's through building capacity to have data chats with teachers. Additionally, teachers and instructional leaders review diagnostic data for both i-Ready and Achieve 3000 to create small groups for classrooms and provide targeted remediation.

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

Item Specs are utilized to provide feedback to teachers and create formative assessments. Conversations around assessment limits are had to ensure fidelity of assessments. Lowest 25% classes have a "para scorecard" in which we track at risk students and determine if they are meeting their remediation goals on i-Ready and Achieve 3000. Additionally, all students are met with twice a quarter by their Life Coach Ambassador to determine if students are on track to making learning gains in both Math and Reading utilizing i-Ready and Achieve 3000 pathways.

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)?

Teacher's are supported with standards based planning during Power Hour by instructional coaches. Teacher's unwrap standards and identify standards-based activities. During PLCs teacher's collaborate on best practices and resources for small group instruction (delivery). During Power Hour teacher's also collaborate on cross-curricular planning which supports diverse learners. Technology is also utilized on a daily basis for small group instruction (blended learning).

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

The FAST Pass feedback cycle is utilized with the Lowest 25% teachers in both ELA and Math to support teachers by providing timely feedback. Teachers utilize Power Hour which is progress monitored through instructional coach support to ensure the fidelity of Tier 1 practices. Administrators conduct informal observations to provide teachers with feedback on Tier 1 instructional practices, as well as meet with teachers through building capacity sessions to provide feedback and identify next steps.

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 text utilized is Collections in the ELA classrooms. For interventions we utilize the Inside textbook. For supplemental material for Lowest 25% classes we utilize Achieve 3000. LAFS is used as a supplement for push-in support by the instructional coach/AP small group instruction.

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

Our school implements the Broward County Public School SEL Standards through Power Hour lesson plans and activities with students. Additionally, Naviance is utilized to guide students in college and career readiness. Lastly, through our Life Coach Ambassador program, support staff meets with students and discusses attendance, behavior, and academic progress towards college and career readiness.

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 of SEL is explicitly integrated school-wide through Power Hour lessons and activities. Teachers collaborate utilizing secondstep.org to create lessons and activities to complete with students. Our SEL teachers then work collaboratively through Power Hour to share best practices with other teachers.

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

Our school-wide positive behavior sequence and character trait expectations support the social emotional learning for students. This sequence is to support students to make positive choice and correct their behavior before consequences. Our 8 school-wide character expectations guide students towards positive behavior. Additionally, we have school-wide mentoring programs such as small group pull-out support by school counselors and social workers, girl scouts, and Project L.I.V.E.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Created PLC ambassador groups to build capacity. Agendas are collaborated on ahead of time. Teachers have input as to what PLC goals should be/outcomes. Instructional coaches/AP will provide feedback to Ambassadors on PLC district protocols.	Willie, Clerveaux, Riley, Joseph, PLC Ambassadors, AP's	10/11/2018	N/A	

School Improvement Plan (SIP)

School Name New Renaissance MS (3911)

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
3911 ESE 6-8	Tuesday Thursday	1st2nd3rd4th5th	8/21/2018 - 5/23/2019	8:35 AM - 9:20 AM	6, 7, 8
3911 Science 6-8	Tuesday Thursday	1st2nd3rd4th5th	8/21/2018 - 5/23/2019	8:35 AM - 9:20 AM	6, 7, 8
3911 Social Studies 6-8	Tuesday Thursday	1st2nd3rd4th5th	8/21/2018 - 5/23/2019	8:35 AM - 9:20 AM	6, 7, 8
3911 Mathematics 6- 8	Tuesday Thursday	1st2nd3rd4th5th	8/21/2018 - 5/23/2019	8:35 AM - 9:20 AM	6, 7, 8
3911 Language Arts 6-8	Tuesday Thursday	1st2nd3rd4th5th	8/21/2018 - 5/23/2019	8:35 AM - 9:20 AM	6, 7, 8
3911 Unified Arts 6- 8	Tuesday Thursday	1st2nd3rd4th5th	8/21/2018 - 5/23/2019	8:35 AM - 9:20 AM	6, 7, 8
3911 Reading 6-8	Tuesday Thursday	1st2nd3rd4th5th	8/21/2018 - 5/23/2019	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	431	9.50	16.90	3.90	38.70	15.80
07	450	17.60	12.90	4.90	38.00	15.10
08	455	20.20	16.90	3.10	37.40	16.50

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

A majority of these students have been placed in a Tier 2 Intervention for Literacy and Mathematics. Students are monitored regularly by the school counselor and curriculum coaches, Referral placements are made to the education center when needed. Identified students will accelerate and be given a mid-year promotion.

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	8/28/2018 - 6/12/2019	9:45 AM - 1:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
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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UPDATED-SAC-DATES-2018-19.pdf	November	None	11/2/2018
SAC-October-23.2018-minutes.docx	October	None	10/23/2018
September-25.18-guest-sign-in-sheet-(Anti-Bullying--Progress-Monitoring--SAC).pdf	October	None	10/18/2018
SAC-attendance-9.25.18.pdf	October	None	10/17/2018
SAC-agenda--September-9.25.18.docx	October	None	10/9/2018
September-2018-SAC-Minutes.docx	October	None	10/9/2018
NRMS-SAF-minutes-4.17.docx	April	None	4/23/2018

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	393	46 of 56	4	101	201

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?

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

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

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

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

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

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

New Renaissance Middle School is collecting data bi-weekly using I-Ready in reading and math. This data will be used to conduct data chats with the teachers in order to make specific improvements in each area.

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

Teachers provide regular updates to administration and coaches based on baseline data, CFA data, and general classroom observations. Through the RTI process, students who are identified as needing support are met with, parents involved, and monitored weekly by the academic 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)?

Through classroom walkthroughs and rigor walks, administration and coaches look for UDL for effective instructional practices. Teachers are given feedback for improvement on how to meet all learners.

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

Through CAP (Cavalier Action Plan) Chats with administration and coaches, support staff specifically outlines how they are supporting TIER 1 standards based classroom instruction. The use of I-ready diagnostic testing and standards mastery tests allows teachers in reading and math to see how students are properly progressing.

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, Inside, Scope, and novel based books are used at each grade level for core, supplemental, and intervention programs. Students across all ability levels are exposed to high level texts regardless of their reading level.

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

Each month, an SEL skill is chosen and shared on the morning broadcast, faculty meetings, and PLC time. Teachers are given strategies to share with the students. Our SEL liaison, community liaison, and support facilitators go around to each classroom and monitor these strategies. Also, teachers have adopted "wishing wells" for students to share with each other.

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

Through monthly SEL activities, students interact with the skill in all classrooms. For example, the first month of SEL skills is "STAR" which stands for STOP/SMILE, TAKE A BREATH, AND RELAX. Students hear this message multiple times a day. The SEL team has established a monitoring calendar where SEL skills are explicitly taught in each classroom.

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

With the Community Foundation of Broward, New Renaissance has acquired a community liaison and additional support facilitator in order to specifically target SEL strategies within the lowest quartile of students. NRMS has also partnered with 5000 role models in order to provide additional mentorship for students. Students are able to seek out multiple areas for assistance if needed on campus.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
P.D. Learning Loft- Fran Rubio Katz	Administration	11/6/2018	3 hour session	Title One Funds

School Improvement Plan (SIP)

School Name New Renaissance MS (3911)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
P.D. Learning Loft- Fran Rubio Katz	Administration	11/6/2018	3 hour session	Title One Funds

School Improvement Plan (SIP)

School Name New River MS (0881)

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
7th Grade Science	Friday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	9:30 AM - 10:30 AM	7
Departmental (ELA, Math, Reading, Science, Social Studies)	Friday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	8:30 AM - 9:15 AM	6, 7, 8
Math All Grades	Thursday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	2:15 PM - 3:00 PM	6, 7, 8
8th Grade US History	Thursday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	12:40 PM - 2:10 PM	8
7th Grade Civics	Thursday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	11:45 AM - 12:25 PM	7
6th Grade Science	Thursday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	9:30 AM - 10:30 AM	6
Marine Science	Thursday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	8:30 AM - 9:15 AM	6, 7, 8

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
6th Grade Social Studies	Thursday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	1:20 PM - 2:05 PM	6
Reading All Grades	Thursday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	8:40 AM - 9:15 AM	6, 7, 8
ELA All Grades	Wednesday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	3:10 PM - 4:00 PM	6, 7, 8
8th Grade Science	Wednesday	2nd3rd4th5th	8/22/2018 - 6/4/2019	9:00 AM - 9:30 AM	8
Reading All Grades	Wednesday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	8:40 AM - 9:15 AM	6, 7, 8
Math All Grades	Tuesday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	2:15 PM - 3:00 PM	6, 7, 8
6th Grade World History	Tuesday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	1:20 PM - 2:05 PM	6
8th Grade US History	Tuesday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	12:40 PM - 1:20 PM	8
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ELA All Grades	Monday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	3:10 PM - 4:00 PM	6, 7, 8

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
7th Grade Science	Monday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	9:30 AM - 10:30 AM	7
8th Grade Science	Monday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	9:00 AM - 9:30 AM	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	563	16.20	29.00	1.80	33.70	20.80
07	515	18.30	27.40	0.60	35.50	22.10
08	522	20.30	19.70	3.10	27.80	16.50

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

1. What specific school – level progress monitoring data is collected and how often at school level to determine that students are progressing toward the school and district goals? **Data is collected monthly via Common Formative Assessments in each grade level and subject area. Teachers also perform weekly "check outs" which are informal assessments such as "tickets out the door" or summaries of the lesson to ensure progression toward the learning goal. In addition, teachers are having data chats with students as well as discussing the data in their professional learning communities (PLCs) when planning lessons collaboratively.**
2. What instructional materials including core, supplemental, and intervention programs are used to inform instruction based on students' needs? **The core materials include the math textbook Go-Math, and for ELA Collections, Civics is Florida Civics, Science is Stemsopes, I-ready, Easy CBM for interventions, district Sharepoint resources.**
3. How does the school ensure the fidelity of students not progressing towards school and district goals receiving appropriate interventions? **ELA and Math coach monitor the lowest quartile and schedule students appropriately. In addition, support facilitators push in to classrooms to assist struggling students. Those students are also encouraged to attend our morning tutoring program as well as Saturday camps in the Spring.**
4. How does the school ensure that all classroom instruction is accessible to the full range of learners using Universal Design for Learning (UDL) principles? **Teachers provide multiple means of representation by using the online textbooks in addition to the hard copies. Many classrooms are equipped with technology such as laptop carts, Recordex, Promethean boards, and interactive response systems. In addition, we have district support facilitators that are training teachers on how to differentiate the ways that students can express what they know.**

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/21/2018 - 6/6/2019	9:45 AM - 10:45 AM
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/29/2018 - 5/28/2019	9:30 PM - 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.

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0881_10042018_SACSAF_SIGNIN.pdf	October	Developed	10/18/2018
October-SAC-Minutes-.docx	October	Developed	10/15/2018
0881_SAF_AGENDA_10042018.docx	October	Developed	10/1/2018
SAC_1004018_agenda.docx	October	Developed	10/1/2018
0881_EXECUTIVE_SUMMARY.pdf	September	Monitored	9/11/2018
0881_SAF_SGININ09062018.pdf	September	None	9/11/2018
0881_SAC_SIGNIN_09062018.pdf	September	Monitored	9/11/2018
0881_SAF_MIN_09062018.docx	September	None	9/11/2018
0881_SAF_AGENDA_09062018.docx	September	None	9/11/2018
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0881_SACBYLALWS_18-19.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	448	44 of 69	5	98	196

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?

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

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

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

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

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

Data is collected monthly via Common Formative Assessments in each grade level and subject area. Teachers also perform weekly "check outs" which are informal assessments such as "tickets out the door" or summaries of the lesson to ensure progression toward the learning goal. In addition, teachers are having data chats with students as well as discussing the data in their professional learning communities (PLCs) when planning lessons collaboratively.

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

ELA and Math coach monitor the lowest quartile and schedule students appropriately. In addition, support facilitators push in to classrooms to assist struggling students. Those students are also encouraged to attend our morning tutoring program as well as Saturday camps in the Spring.

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)?

Teachers provide multiple means of representation by using the online textbooks in addition to the hard copies. Many classrooms are equipped with technology such as laptop carts, Recordex, Promethean boards, and interactive response systems. In addition, we have district support facilitators that are training teachers on how to differentiate the ways that students can express what they know.

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

Teachers were trained by district personnel in the RtI/MTSS process and the use of BASIS to ensure that they had access to the data needed to effectively plan their lessons. All teachers are required to maintain a data binder that is periodically checked by department heads and administrators. The information in the data binder is updated monthly based on results from formal and informal 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?

The core materials include the math textbook Go-Math, and for ELA Collections, Civics is Florida Civics, Science is Stemscoptes, I-ready, Easy CBM for interventions, district Sharepoint resources.

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

Our school's focus is to infuse social and emotional learning into all grade levels and subject areas, so all students are positively impacted. We have started to use conscious discipline to help students recognize why they behave in certain ways in an effort to reduce the number of disciplinary infractions. In addition, students are assigned monthly modules in Suite 360 to complete in their first period classes. These modules help students learn how to self-regulate, process emotions, and handle difficult situations.

In addition, teachers are making students aware of the different brain states, providing professional development for teachers to identify brain states and response techniques. We are also providing tutoring before and after school through our morning car program. We also have a school-wide mentoring program that includes teachers and staff members around campus. (community resources)

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 which include Self-Awareness, Social Awareness, Responsible Decision-Making, Self-management, Relationship Skills, are addressed in the classroom in many different ways. Teachers are teaching students the STAR system, which is to smile, take a breath, and relax. In addition, our daily Brain Smart Starts make students aware of their social skills and help them practice with other students in the classroom and schoolwide.

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

Our school's focus is to infuse social and emotional learning into all grade levels and subject areas, so all students are positively impacted. We have started to use conscious discipline to help students recognize why they behave in certain ways in an effort to reduce the number of disciplinary infractions. In addition, students are assigned monthly modules in Suite 360 to complete in their first period classes. These modules help students learn how to self-regulate, process emotions, and handle difficult situations. **Goal 1: *Develop self-awareness and self-management skills to achieve school and life success.***

A. Identify and manage one's emotions and behavior.Strategies: Teachers are making students aware of the different brain states, providing professional development for teachers to identify brain states and response techniques.

B. Recognize personal qualities and external supports.Strategies: Providing tutoring before and after school through our morning car program. We also have a school-wide mentoring program that includes teachers and staff members around campus. (community resources)

C. Demonstrate skills related to achieving personal and academic goals.Strategies: Naviance is implemented schoolwide. Students create SMART goals and teachers have data chats with the students in each subject area.

Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*

A: Recognize the feelings and perspectives of others. Strategies: Peer Buddies, "It starts with Hello" campaign (schoolwide unique fist bump each day), schoolwide Brain Smart Starts that promote student interactions.

B: Recognize individual and group similarities and differences.Strategies: celebrating Hispanic Heritage month, Black History Month, multicultural celebration. Shark of the Month celebrates personal achievements (behavioral and social).

C: Use communication and social skills to interact effectively with others.Strategies: Project and problem-based learning activities through all subject areas, schoolwide Brain Smart Starts that promote student interactions

D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.Strategies: Sharks (Suite)360 modules are assigned to all students, conflict mediations with school counselors, assistant principals, and teacher or staff mentors.

Goal 3: *Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.*

A: Consider ethical, safety, and societal factors in making decisions.Strategies: Sharks (Suite)360 modules are assigned to all students, students are taught safety procedures for code red, black, and fire drills. The suicide prevention hotline is printed on the backs of all student identification badges.

B: Apply decision- making skills to deal responsibly with daily academic and social situations.Strategies: STAR breathing strategy is taught to all students, Sharks 360 modules on decision-making assigned to all students.

C. Contribute to the well-being of one's school and community.Strategies: Thanksgiving food drive, homeless clothing drive, Beach clean ups, shark tagging expeditions, angel tree (supporting needy children in the community)

How does your school-wide policy and practices support the social emotional learning of students?
Our school-wide policy and practices support the social and emotional learning of students because students are being given information and strategies that will help them to deal with their emotions in middle school as well as difficult situations they may encounter. By focusing on the "whole child," teachers are able to diffuse conflicts more easily using conscious discipline strategies. Students are being taught to reflect more on their actions and really think about how they could have made different choices. In addition, teachers are putting more effort into building personal relationships with the students and creating an environment of warmth and caring. This leads to students feeling safer in the classroom which is conducive to learning.

SEL Professional Development: *How will school leadership educate administrators, faculty, and staff on the continuous implementation of SEL?*

ActionResponsible PersonResourcesEvidence of CompletionCompletion Date

Teachers and staff will be engaging in a year long book study on Conscious Discipline.

Mateo GarciaCanvas/ books for each teacherCanvas discussion board.June 2019

Teachers and staff will participate in several SEL professional development sessions throughout the year.

Melinda WessingerFran Rubio-Katz will be leading the training sessions.Classroom observation dataJune 2019

Sharks (Suite) 360 Training for teachers and staff

Melinda WessingerLuciano Gomez (trainer)Sharks 360 user reportsJune 2019

Quarterly Review of Behavior and Academic Data: *How will school leadership measure the impact of SEL. What are the indicators of success?*

ActionResponsible PersonResourcesEvidence of CompletionCompletion Date

The number of school-wide disciplinary infractions will decrease by 5%.

Melinda Wessinger

Cheryl Reep

Robert Rivera

Lezondra HarrisBASISDiscipline Data- year to year comparisonJune 2019

ELA and Math proficiency will increase by 5% in the lowest quartile.

Melinda Wessinger

Cheryl Reep

Robert Rivera

Lezondra HarrisFlorida Standards AssessmentFSA DataJune 2019

Schoolwide attendance will increase by 5%.Cheryl ReepBASISAttendance dataJune 2019

Strategies & Activities

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

School Name New River MS (0881)

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
7th Grade Science	Friday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	9:30 AM - 10:30 AM	7
Departmental (ELA, Math, Reading, Science, Social Studies)	Friday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	8:30 AM - 9:15 AM	6, 7, 8
Math All Grades	Thursday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	2:15 PM - 3:00 PM	6, 7, 8
8th Grade US History	Thursday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	12:40 PM - 2:10 PM	8
7th Grade Civics	Thursday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	11:45 AM - 12:25 PM	7
6th Grade Science	Thursday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	9:30 AM - 10:30 AM	6
Marine Science	Thursday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	8:30 AM - 9:15 AM	6, 7, 8

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
6th Grade Social Studies	Thursday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	1:20 PM - 2:05 PM	6
Reading All Grades	Thursday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	8:40 AM - 9:15 AM	6, 7, 8
ELA All Grades	Wednesday	1st2nd3rd4th5th	8/22/2018 - 6/4/2019	3:10 PM - 4:00 PM	6, 7, 8
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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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Our school's focus is to infuse social and emotional learning into all grade levels and subject areas, so all students are positively impacted. We have started to use conscious discipline to help students recognize why they behave in certain ways in an effort to reduce the number of disciplinary infractions. In addition, students are assigned monthly modules in Suite 360 to complete in their first period classes. These modules help students learn how to self-regulate, process emotions, and handle difficult situations.

In addition, teachers are making students aware of the different brain states, providing professional development for teachers to identify brain states and response techniques. We are also providing tutoring before and after school through our morning car program. We also have a school-wide mentoring program that includes teachers and staff members around campus. (community resources)

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 which include Self-Awareness, Social Awareness, Responsible Decision-Making, Self-management, Relationship Skills, are addressed in the classroom in many different ways. Teachers are teaching students the STAR system, which is to smile, take a breath, and relax. In addition, our daily Brain Smart Starts make students aware of their social skills and help them practice with other students in the classroom and schoolwide.

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

Our school's focus is to infuse social and emotional learning into all grade levels and subject areas, so all students are positively impacted. We have started to use conscious discipline to help students recognize why they behave in certain ways in an effort to reduce the number of disciplinary infractions. In addition, students are assigned monthly modules in Suite 360 to complete in their first period classes. These modules help students learn how to self-regulate, process emotions, and handle difficult situations. **Goal 1: *Develop self-awareness and self-management skills to achieve school and life success.***

A. Identify and manage one's emotions and behavior.Strategies: Teachers are making students aware of the different brain states, providing professional development for teachers to identify brain states and response techniques.

B. Recognize personal qualities and external supports.Strategies: Providing tutoring before and after school through our morning car program. We also have a school-wide mentoring program that includes teachers and staff members around campus. (community resources)

C. Demonstrate skills related to achieving personal and academic goals.Strategies: Naviance is implemented schoolwide. Students create SMART goals and teachers have data chats with the students in each subject area.

Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*

A: Recognize the feelings and perspectives of others. Strategies: Peer Buddies, "It starts with Hello" campaign (schoolwide unique fist bump each day), schoolwide Brain Smart Starts that promote student interactions.

B: Recognize individual and group similarities and differences.Strategies: celebrating Hispanic Heritage month, Black History Month, multicultural celebration. Shark of the Month celebrates personal achievements (behavioral and social).

C: Use communication and social skills to interact effectively with others.Strategies: Project and problem-based learning activities through all subject areas, schoolwide Brain Smart Starts that promote student interactions

D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.Strategies: Sharks (Suite)360 modules are assigned to all students, conflict mediations with school counselors, assistant principals, and teacher or staff mentors.

Goal 3: *Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.*

A: Consider ethical, safety, and societal factors in making decisions.Strategies: Sharks (Suite)360 modules are assigned to all students, students are taught safety procedures for code red, black, and fire drills. The suicide prevention hotline is printed on the backs of all student identification badges.

B: Apply decision- making skills to deal responsibly with daily academic and social situations.Strategies: STAR breathing strategy is taught to all students, Sharks 360 modules on decision-making assigned to all students.

C. Contribute to the well-being of one's school and community.Strategies: Thanksgiving food drive, homeless clothing drive, Beach clean ups, shark tagging expeditions, angel tree (supporting needy children in the community)

How does your school-wide policy and practices support the social emotional learning of students?
Our school-wide policy and practices support the social and emotional learning of students because students are being given information and strategies that will help them to deal with their emotions in middle school as well as difficult situations they may encounter. By focusing on the "whole child," teachers are able to diffuse conflicts more easily using conscious discipline strategies. Students are being taught to reflect more on their actions and really think about how they could have made different choices. In addition, teachers are putting more effort into building personal relationships with the students and creating an environment of warmth and caring. This leads to students feeling safer in the classroom which is conducive to learning.

SEL Professional Development: *How will school leadership educate administrators, faculty, and staff on the continuous implementation of SEL?*

ActionResponsible PersonResourcesEvidence of CompletionCompletion Date

Teachers and staff will be engaging in a year long book study on Conscious Discipline.

Mateo GarciaCanvas/ books for each teacherCanvas discussion board.June 2019

Teachers and staff will participate in several SEL professional development sessions throughout the year.

Melinda WessingerFran Rubio-Katz will be leading the training sessions.Classroom observation dataJune 2019

Sharks (Suite) 360 Training for teachers and staff

Melinda WessingerLuciano Gomez (trainer)Sharks 360 user reportsJune 2019

Quarterly Review of Behavior and Academic Data: *How will school leadership measure the impact of SEL. What are the indicators of success?*

ActionResponsible PersonResourcesEvidence of CompletionCompletion Date

The number of school-wide disciplinary infractions will decrease by 5%.

Melinda Wessinger

Cheryl Reep

Robert Rivera

Lezondra HarrisBASISDiscipline Data- year to year comparisonJune 2019

ELA and Math proficiency will increase by 5% in the lowest quartile.

Melinda Wessinger

Cheryl Reep

Robert Rivera

Lezondra HarrisFlorida Standards AssessmentFSA DataJune 2019

Schoolwide attendance will increase by 5%.Cheryl ReepBASISAttendance dataJune 2019

Strategies & Activities

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

School Name Parkway MS (0701)

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
0701 Math 3-6	Friday	1st2nd3rd4th	8/8/2018 - 5/15/2019	9:00 AM - 10:15 AM	3, 4, 5, 6
ESE Support Facilitators	Friday	2nd4th	8/8/2018 - 5/15/2019	8:00 AM - 9:15 AM	6, 7, 8
SVE	Friday	1st3rd	8/8/2018 - 5/15/2019	11:00 AM - 12:15 PM	6, 7, 8
0701 Math 7-8	Friday	1st2nd3rd4th	8/8/2018 - 5/15/2019	11:20 AM - 12:50 PM	7, 8
0701 Performing Arts	Friday	2nd4th	8/8/2018 - 5/15/2018	7:00 AM - 7:30 AM	6, 7, 8
0701 Reading 8	Monday	2nd4th	8/8/2018 - 5/15/2019	11:00 AM - 12:15 PM	8
0701 Reading 7	Monday	2nd4th	8/8/2018 - 5/15/2019	9:15 AM - 10:30 AM	7

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
0701 Reading 6	Monday	2nd4th	8/8/2018 - 5/15/2019	7:45 AM - 9:00 AM	6
0701 ELA 8	Monday	1st3rd	8/8/2018 - 5/15/2019	11:00 AM - 12:15 PM	8
0701 ELA 7	Monday	1st3rd	8/8/2018 - 5/15/2018	9:15 AM - 10:30 AM	7
0701 ELA 6	Monday	1st3rd	8/8/2018 - Microsoft VBScript runtime error '800a0005' Invalid procedure call or argument: 'FormatDateTime' /ospa/school_sip_print.asp, line 203		