School Improvement Plan (SIP)

School Name   Coconut Creek HS (1681)

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
Geometry	Wednesday	1st3rd	8/8/2018 - 5/15/2019	11:00 AM - 2:00 PM	11, 12
Algebra I	Wednesday	1st3rd	8/8/2018 - 5/15/2019	7:30 AM - 10:30 AM	9, 10
ELA 9/10	Tuesday	1st3rd	8/8/2018 - 5/15/2019	7:30 AM - 10:30 AM	9, 10
ELA 11/12	Tuesday	1st3rd	8/8/2018 - 5/15/2019	11:00 AM - 2:00 PM	11, 12
Biology	Thursday	1st3rd	8/8/2018 - 5/15/2019	7:30 AM - 10:30 AM	9, 10
US History	Thursday	1st3rd	8/8/2018 - 5/15/2019	11:00 AM - 2:00 PM	11

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
09	478	30.30	18.60	50.80	32.40	43.10
10	467	33.60	27.20	44.80	35.80	45.60
11	366	33.90	17.50	38.50	3.80	29.00
12	396	45.20	6.10	17.70	1.00	16.90

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

Coconut Creek High School employs and effectively uses the Multi-Tiered System of Support and Response to Intervention system as a way to improve academic and behavioral performance for each student. Teachers have been provided and trained on effective strategies to assist students who's academic performance begin to decline. An RTI team meets every Thursday from 10:00AM to 12:00PM of each week to problem solve and create effective action plans for students referred to the MTSS-RTI system. The school offers tutoring in every class for all subjects on Mondays and Wednesdays at 1:40PM- 2:15PM. Mentorship has been put in place to ensure select students receive academic and behavior guidance, goal setting options and academic support. Coconut Creek High is fortunate to have a math and Reading coach who identifies struggling students and support teachers in their classrooms of those struggling students. Each grade level school counselor identifies and meets with students who have recieve one or more failing grades in a class.

Coconut Creek High School will be offering the 21st Century Community Learning Centers (CCLC) program to our studnets starting on August 29, 2016. CCLC is a free after-school extended learning opportunity that offers students a variety of stimulating activities to promote academic success and personal well-being. CCLC will serve 80 students on a first come, first served basis and operate Monday-Thursday from 1:45 pm until 4:15 pm. Students will be provided with a nutritous meal as part of our partnership with our after-school Supper program. In addition, students will be provided with transportation home at the conclusion of the program daily. During the program, students will participate in various activities which include: tutoring, academic advising,

leadership mentoring, enrichment participation, college tours, and standardized test preparation, and much more!

- Teachers monitor attendance daily, contact parent for 3 consecutive absences
- Promote attendance through daily announcements and by teacher conversation in class
- Teachers complete SSW referral after 5 consecutive absences
- Conference with student/parent
- Refer to 21st Century for Tutoring
- Peer Counseling
- MTL

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st	9/20/2018 - 5/30/2018	10:00 AM - 12:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	
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
October-2-B.pdf	October	None	10/18/2018
October-2.pdf	October	None	10/18/2018
SAC-Meeting-Dates.pdf	October	None	10/18/2018
September-11.docx	October	None	10/15/2018
Composition-Report.JPG	October	Monitored	10/15/2018
_SAF-Bylaw.docx	October	SAF ByLaws	10/15/2018

File Name	Meeting Month	Document Type	Uploaded Date
School-Advisory-Council-Bylaws.docx	October	SAC ByLaws	10/15/2018
image2018-10-12-061545.pdf	October	None	10/15/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	458	50 of 56	2	175	350

Goals

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

We are doing a school-wide initiative to try and improve all our content areas through all campus WICOR strategies, which incorporates teaching/learning methodologies in the following critical areas: Writing, Inquiry, Collaboration, Organization, and Reading to Learn. Through each of our principal content areas we are training our students to think more critically with the use of Cornell notes. All of our 9th and 10th grade ELA students are taking 2 classes of Writing and reading throughout the year. Teachers and students are utilizing Khan Academy through PSAT data to improve literacy. Geometry students are paired Informal Geometry to help re-mediate student Geometry skills. We have a built in tier 2 intervention for all our struggling students to have double the amount of instructional time within the content area. This includes Algebra 1, ELA 1 and 2, Geometry, and Biology.

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?

With regards to our school initiatives such as Cornell Notes and School-wide AVID binders, teachers will participate in Professional Learning Communities. These PLC's will allow the teachers to collaborate and share best teaching practices and strategies to improve overall teachers and student performance. "Building positive relationships and PASL will help create a positive environment for struggling students, it would also allow for an increase in student achievement through the use of positive interventions. Lastly, we will focus on the social and emotional learning, as well as ensuring the needs of our students are met through the collaboration of all stakeholders (ie. parents, teachers, administrators, community leaders, and local businesses), the focus of students' achievement will increase.

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

Coconut Creek High School will implement the AVID strategies of Cornell Note Taking and Student Binders school-wide in 2017-18. These strategies encompass all of the components of WICOR (Writing, Inquiry, Collaboration, Organization, Reading) which are essentila to the learning classroom. Both Cornell Taking and Student Binders were introduced in the spring of 2017 to the staff. New staff were offered PD during the summer and in pre-planning. In additon, continuous PD sessions are occurring throughout the 2018-19 school year. The school has an AVID site team that provides additional resources to instructional staff throughout the year in both formal and informal settings. Application wil be measured by classroom observation and student interview.

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

Lessons plans are collected quarterly to monitor school level progress. Informal and formal observations are conducted periodically and Assistant Principals continue to use walk through as a tool to monitor student engagement. In addition, Grade level team analyze student performance in midterm exam to review student's progress.

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

The school ensures the fidelity of students not progressing towards school and district goals by offering 21st century tutoring for remediation, Algebra project, and MTL.

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

The school ensures that all teachers have been trained in courses that deal with:
- Differentiate Instruction [using audio, visual, movement, digital text, one on one]
- Understanding student IEP
- Community building
- Using Technology effectively
- Knowing students' strength and weaknesses
- Learning goals and Scales
- Avid Strategies

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

The administrators ensure Tier 1 Standards-Based classroolm instruction is being implemented properly and effectively by conducting walk through, observations, pre-conference, post-conference with teachers and provide corrective feedback during those conferences. Also, Coconut Creek High School provides professional development to ensure teachers are implenting standards based classroom instructions 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?

Teachers access a variety of text via the internet to supplement their content level textbook. Current events enhance the curriculum to make it relevant and engaging for our students. Videos and audio sound bites allow students to learn from a variety of mediums. Students record the information into Cornell Notes and keep in their AVID binder.

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

Through individual and group sessions we help students cope with personal and psychological issues that affect their school performance, behavior and socialization. Through one-on-one, classroom or school-wide sessions, we address issues relevant to the student population we serve, such as school attendance, substance abuse, teen pregnancy, abuse & neglect, and identity crisis.

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

Social Awareness - **Social skills training through group meetings, guest speakers engage students in workshops and sensitivity trainings**
Relationship Skills - **Classrooms are set up in groups to ensure collaboration among students.**
Responsible Decision - **Goal setting through PASL and various courses, monitoring goals, HERO system and**

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rapid check-ins conducted by 2ⁿᵈ period teacher.
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Self management - Students are responsible to organize and maintain a binder for all classes. Teachers grade their binder periodically to ensure students are adhering to the school policy.
Self Awareness - Guidance counselors conduct self awareness assessments for students to self reflect on their academic standing.

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

Through groups, and clubs such as MTL, Women of Tomorrow, Lantinos in Action, and Women in Action we provide mentoring opportunities, empower, strengthen, educate and effectively build our student's self-esteem. By doing so we are recognizing their personal qualities and making them aware of external supports. We have just begun to teach our students, yoga, mindfulness, and meditation. These practices will be used as tools to cope with and manage stressors, as well as mental health conditions such as Anxiety, and Depression.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
All strategies and activities designed to accomplish this goal will be standard-based and data-based.	Literacy Coach, Literacy Department, and other content area teachers. All school teachers share aspects the responsibility.	6/1/2019	Professional development will be provided on an as needed based on student data and teacher needs. The PD is offered during common planning meetings, PLC's and formal PD, if necessary.	We do not have a budget. Most of the required material are provided by teacher LEAD money.

School Improvement Plan (SIP)

School Name   Coral Glades HS (3861)

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
Data	Thursday	1st	8/8/2018 - 5/15/2019	3:00 PM - 4:00 PM	9, 10, 11, 12
ESE	Thursday	1st	8/8/2018 - 5/15/2019	3:00 PM - 4:00 PM	9, 10, 11, 12
Industry Certification	Thursday	1st	8/8/2018 - 5/15/2019	3:00 PM - 4:00 PM	9, 10, 11, 12
Research Skills	Thursday	1st	8/8/2018 - 5/15/2019	3:00 PM - 4:00 PM	9, 10, 11, 12
Social Studies Project-Based	Thursday		8/8/2018 - 5/15/2019	3:00 PM - 4:00 PM	11, 12
US History	Thursday	1st	8/8/2018 - 5/15/2019	3:00 PM - 4:00 PM	11
World History/Geography	Thursday	1st	8/8/2018 - 5/15/2019	3:00 PM - 4:00 PM	9, 10

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Chemistry	Thursday	1st	8/8/2018 - 5/15/2019	3:00 PM - 4:00 PM	9, 10, 11
Biology	Thursday	1st	8/8/2018 - 5/15/2019	3:00 PM - 4:00 PM	9, 10, 11
Geometry	Thursday		8/8/2018 - 5/15/2019	3:00 PM - 4:00 PM	10, 11, 12
Algebra II	Wednesday	1st	8/8/2018 - 5/15/2019	3:00 PM - 4:00 PM	9, 10, 11
Algebra I	Wednesday	2nd	8/8/2018 - 5/15/2019	3:00 PM - 4:00 PM	9
World Languages	Wednesday	2nd	8/8/2018 - 5/15/2019	3:00 PM - 4:00 PM	9, 10, 11, 12
Literacy AP/AICE	Thursday	1st	8/8/2018 - 5/15/2019	3:00 PM - 4:00 PM	9, 10, 11, 12
Literacy 11-12	Wednesday		8/8/2018 - 5/15/2019	3:00 PM - 4:00 PM	11, 12
Literacy 10	Wednesday	1st	8/8/2018 - 5/15/2019	3:00 PM - 4:00 PM	10
Literacy 9	Wednesday		8/8/2018 - 5/15/2019	3:00 PM - 4:00 PM	9

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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
09	621	23.50	11.80	17.90	18.00	19.80
10	632	26.60	11.90	23.70	22.50	23.30
11	614	29.50	11.20	23.60	15.30	23.00
12	647	34.60	8.70	8.80	1.90	9.60

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

Intensive Reading instruction for 90 minutes on alternate days targeting struggling readers across grades 9-12 needing remediation
Collaboration with Reading coach to diagnose specific reading instructional needs and interpret assessment data to drive instructional interventions
Reading pull-out and push in services targeting struggling readers

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
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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
Online-SAC-Composition-Program_10252018.pdf	October	Developed	10/25/2018
SAF_Agenda_minutes_signin_10152018.pdf	October	SAF ByLaws	10/18/2018
SAC_Agenda_minutes_signin_10152018.pdf	October	Developed	10/18/2018
SAC_Agenda_minutes_signin_09172018.pdf	October	SAC ByLaws	10/18/2018
3861_SAC-ByLaws_09172018.pdf	September	SAC ByLaws	10/17/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
5	581	24 of 77	1	114	228

Goals

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

The areas of focus will be Lowest quartile in Math, Reading and Learning Gains in Math and Reading, and Writing. These five areas were chosen as they were our lowest areas;
Reading Lowest Quartile
48%
Math Lowest Quartile
41%
Reading Learning Gains
59%
Math Learning Gains
42%
Writing
59%

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

Literacy

- WriteScore
- Extended Learning Opportunities
- USA Testprep
- Achieve 3000

Math

- AlgebraNation
- USA Test prep
- Math pullouts
- Extended Learning Opportunities

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

We plan to increase the student proficiency rate on the 9th and 10th grade Reading Exams by: using Write Score Private Scoring Essay Company – all 9th and 10th grade students simulate the state writing assessment by writing an argument and informative essay to be scored by the company. We also offer a Tutoring Program for Literacy twice a week with teacher support, Extended Learning Opportunity Reading Program for 7 Weeks to practice for FSA Literacy, and the USA Test Prep program to practice using videos and FSA aligned passages and questions. ELA teachers have common assessments each month, based on literacy standards, for all 9th and 10th grade students to monitor student progress. Thirty-four percent of our students are placed in reading, clustered English III, Learning Strategies for 11th and 12th grade, Developmental English Language and English IV College Preparation classes. All of the above teachers have laptop cart (25 laptops) for student use. In addition each 9th and 10th grade English teacher have a laptop cart (25 laptops) for student use.   We utilize the Achieve 3000 program for all 9th and 10th graders in reading classes.

We plan to increase student proficiency on the Reading Retake Exams by: assigning each senior to a teacher and administrator mentor, after school review sessions scheduled during reading camp beginning in February, and the Literacy Coach pullouts in 9th and 10th grade classrooms to support students.

We plan to increase student math proficiency rate on the Algebra I, Algebra II, and Geometry End of Course Exams (EOC) by using the USA Test Prep and Algebra Nation programs to practice EOC questions. We also provide afterschool tutoring for remediation. Common mini-assessments are given through all Algebra I, II, and Geometry courses to provide data on students' weakest areas. The Math Coach provides weekly pullouts. All Algebra I, II, and Geometry teachers all have common planning to meet and collaborate regularly.

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

In Literacy

- The 9th and 10th grade students will complete WriteScore (one for each prompt). The scored essays and feedback will be given to the teachers to determine each student's specific strengths and weaknesses. The teacher will then target the areas that need reteaching.
- Literacy teachers will also use PSAT data to determine areas of weakness to reteach.

In Math

- Algebra I and Geometry teachers will have 3-6 topic tests and 1-2 mini standard assessments per quarter. They will discuss the data from these assessments to determine each student's strengths and weaknesses for reteaching.

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

As a faculty, we begin the year with an analysis of the previous year's data, AP and Cambridge teachers review specific student data, and Professional Learning Communities (PLCs), in conjunction with their assistant principals, analyze data specific to their content and tested areas. Each PLC is responsible for progressing through the CARE model, which includes specific discussions of Curriculum, Assessment, Remediation, and Enrichment to reach the needs of students at every level, including those not progressing toward school and district goals. Further, the Data Team analyzes data trends on campus and creates plans for addressing

academic challenges the students face. Operation Graduation is a team of teachers and administrators who mentor at-risk seniors by looking at each student's specific needs and guiding him or her toward the appropriate supports available on campus, including but not limited to peer counseling, school social worker, and tutoring opportunities.

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

The school is incorporating Universal Designs for Learning through Canvas and Project Based Learning. Canvas Learning Management System gives students the opportunity to learn beyond the brick and mortar class setting. It also allows for flexible learning. We are in the third year of full Canvas integration in all classes. Social Studies and Science teachers are incorporating Project Based Learning in their classes. PBL stresses planning and performance tasks, real world connections, and improving interpersonal skill development by working effectively with peers.

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

When teachers effectively implement Tier 1 Standards-Based instruction, 80% of students should find success in reaching their learning objectives. Through the PLCs, teachers analyze the effectiveness of their Tier 1 teaching strategies and share best practices in order to ensure that students are receiving the highest level of instruction and achieving academic success. Based on the analysis of each standard, teachers also identify Tier 2 and Tier 3 strategies to implement with those students who require additional support to be successful.

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?

In addition to district-adopted textbooks for each classroom, teachers also provide supplemental materials to enhance student learning. For example, literacy classes use literary and informative passages from Commonlit.org and NewsELA to supplement instruction and connect literary units to current events. Social Studies classes use Scholastic magazines like Choices and UpFront. The science department uses Science World to supplement their lessons with current events. The literacy department has a library of novels that teachers check out to supplement students' learning to ensure that students are exposed to a wide-variety of literature with varying levels of academic rigor.

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

Coral Glades implements the Social and Emotional Learning Standards through Personalization for Academic and Social-Emotional Learning (PASL) in grades 9 and 10, school-wide equity initiatives including Start with Hello! and the Jaguars ROAR responsible decision-making program. Through PASL, students are taught

specific goal-setting lessons and time-management strategies to decrease stress and increase achievement. The equity initiatives ensure that all students develop cultural sensitivity skills and improve interpersonal communication, while the Jaguars ROAR program explicitly teaches responsible behavior expectations to encourage students to make better decisions.

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

Through PASL, students are taught strategies for writing goals, time-management, self-regulation, and positive responses to stress. The equity liaison and team will hold assemblies for students and push into study hall classes to promote a culturally friendly work and learning environment, embracing diversity and racial and gender equity. Coral Glades will enlist the help of leadership classes; such as, Peer Counseling, Student Government, JROTC, and DECA to teach Social-Emotional Competencies in Personalization Periods to improve the climate and culture of our school.

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

Coral Glades High School's vision is to provide students with a challenging and rigorous curriculum to meet the demands of the 21st century. Coral Glades is committed to excellence and inclusion in our school and surrounding community. To accomplish this goal, Coral Glades is committed to involving school personnel, community members, students, and their families as partners in an ongoing process of educational improvement. Coral Glades High maintains an environment of excellence, equity, and inclusion which fosters intellectual, social, physical, emotional, and ethical growth for all. Programs like PASL and Operation Graduation pair students with staff mentors that can guide them to appropriate campus support resources, like peer counseling, free after-school tutoring, extended-learning opportunities, and the school social worker.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Pullout and push in programs in Literacy and Math. Extended Learning Opportunities will be provided for students in Literacy and Math.	Literacy and Math Department Chairs	5/30/2019		$5,000-$10,000 for after school tutoring and teacher pd

School Improvement Plan (SIP)

School Name Coral Springs HS (1151)

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
Gov/Econ	Thursday	1st	9/6/2018 - 4/4/2019	1:00 PM - 2:40 PM	12
World History	Thursday	1st	9/6/2018 - 4/4/2019	1:00 PM - 2:40 PM	10
US History	Thursday	1st	9/6/2018 - 4/4/2019	1:00 PM - 2:40 PM	11
Science - AP	Thursday	1st	9/6/2018 - 4/4/2019	1:00 PM - 2:40 PM	10, 11, 12
Enviromental - Science	Thursday	1st	9/6/2018 - 4/4/2019	1:00 PM - 2:40 PM	9, 10, 11, 12
Chemistry	Thursday	1st	9/6/2018 - 4/4/2019	1:00 PM - 2:40 PM	9, 10, 11, 12
Biology	Thursday	1st	9/6/2018 - 4/4/2019	1:00 PM - 2:40 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
PE/JROTC	Thursday	1st	9/6/2018 - 4/4/2019	1:00 PM - 2:40 PM	9, 10, 11, 12
Math - Geometry	Thursday	1st	9/6/2018 - 4/4/2019	1:00 PM - 2:40 PM	9, 10, 11, 12
Math - Algebra II	Thursday	1st	9/6/2018 - 4/4/2019	1:00 PM - 2:40 PM	9, 10, 11, 12
Math - Algebra I	Thursday	1st	9/6/2018 - 4/4/2019	1:00 PM - 2:40 PM	9, 10, 11, 12
PERT/SAT/ACT Math	Thursday	1st	9/6/2018 - 4/4/2019	1:00 PM - 2:40 PM	11, 12
Reading	Thursday	1st	9/6/2018 - 4/4/2019	1:00 PM - 2:40 PM	1, 9, 10, 11, 12
English 4	Thursday	1st	9/6/2018 - 4/4/2019	1:00 PM - 2:40 PM	12
English 3	Thursday	1st	9/6/2018 - 4/4/2019	1:00 PM - 2:40 PM	11
English 2	Thursday	1st	9/6/2018 - 4/4/2019	1:00 PM - 2:40 PM	10
LA English 1	Thursday	1st	9/6/2018 - 4/4/2019	1:00 PM - 2:40 PM	9
Foreign Language	Thursday	1st	9/6/2018 - 4/4/2019	1:00 PM - 2:40 PM	9, 10, 11, 12
Fine Arts	Thursday	1st	9/6/2018 - 4/4/2019	1:00 PM - 2:40 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ESE	Thursday	1st	9/6/2018 - 4/4/2019	1:00 PM - 2:40 PM	9, 10, 11, 12
CTE Dept.	Thursday	1st	9/6/2018 - 4/4/2019	1:00 PM - 2:40 PM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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
09	679	16.90	19.30	27.80	28.00	26.20
10	769	25.10	13.80	26.30	24.40	26.00
11	770	29.50	11.40	30.60	14.70	25.50

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
12	677	30.70	10.60	13.60	0.60	11.70

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

Coral Springs High school uses various intervention strategies to improve student performance based on the need of the student. CSHS provides afterschool tutoring from NHS, Mu Alpha Theta, and Spanish Honor Society. There are also a variety of online resources students can use including, but not limited to Vocabulary.com, Khan Academy, NewsELA, Naviance, Achieve 3000, USATest Prep, Algebra Nation, and Geometry Nation. Common Formative Assessments are used to monitor student performance on state standards based on subject. Students are given enrichment activities or remediation based on the results of the Common Formative Assessment. Math and science teacher push in and pull out in classrooms for struggling students. Seniors in danger of not graduating are given a teacher mentor to monitor thier grades and attendance. These teachers help and encourgae the studnts and get them back on tradk.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st	9/4/2018 - 5/7/2019	8:00 AM - 11:00 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
2018_CSHS_-SAC_-MEETING_Dates.pdf	**Standard 3:** Teaching and Assessing for Learning (3.8) **Standard 4:** Resources and Support Systems (4.4)	10/18/2018
SAM_Report_18_19.pdf	**Standard 5:** Using Results for Continuous (5.2)	9/24/2018

File Name	Standards & Indicator	Upload Date
Final_Opening-Week-Agenda_2018-.pdf	**Standard 2:** Governance and Leadership (2.3)	8/28/2018
Final_Fall_Newsletter_2018.pdf	**Standard 5:** Using Results for Continuous (5.5)	8/28/2018
Faculty_Handbook_CSHS_18_19.pdf	**Standard 2:** Governance and Leadership (2.1)	8/28/2018
PTSO-FLYER.pdf	**Standard 2:** Governance and Leadership (2.5)	8/28/2018
Calendar_&_Agenda_Topics_18_19.pdf	**Standard 3:** Teaching and Assessing for Learning (3.7)	8/28/2018
2018__Academic_Profile.pdf	**Standard 3:** Teaching and Assessing for Learning (3.1)	8/28/2018

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Coral_Springs_High_October_SAF_Minutes.doc	October	SAF ByLaws	10/26/2018
Coral_Springs_High_October_SAF_Agenda.pdf	October	SAF ByLaws	10/26/2018
SAC_Composition_October_Update.pdf	October	A+ Funds	10/26/2018
Coral_Springs_High_October_SAC_SignIn.pdf	October	A+ Funds	10/25/2018
Coral_Springs_High_SAC_Guest_SignIn.pdf	October	A+ Funds	10/25/2018
Coral_Springs_High_September_SAC_Minutes.pdf	October	Monitored	10/25/2018
Coral_Springs_High_October_SAC_Agenda.pdf	October	A+ Funds	10/25/2018
2018_CSHS_-SAC_-MEETING_Dates.pdf	October	None	10/18/2018
CSHS_SAC_Composition.pdf	October	None	10/18/2018
Coral_Springs_High_Bylaws_2018_2019.pdf	September	SAC ByLaws	9/27/2018
Coral_Springs_High_September_SAC_Sign_In.pdf	September	A+ Funds	9/27/2018
Coral_Springs_High_September_SAC_Guest_Sign_In.pdf	September	A+ Funds	9/27/2018
Coral_Springs_High_September_SAC_Minutes.pdf	May	A+ Funds	9/27/2018
Coral_Springs_High_September_SAC_Agenda.pdf	September	A+ Funds	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
4	528	27 of 59	4	171	342

Goals

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

As evidenced in the SES Band Data, our goal is to increase from 50% to 60% (10%) in 10th grade Reading FSA by May, 2019. We will implement online programs such as USA Testprep and Khan Academy in addition to data-enhanced grade level/subject area PLCs, lesson studies, and PD. This will be monitored by Mrs. Brown (English/Reading AP), Mrs. Brodie (Dept. Head), and Anita Parsoton (Literacy Coach). We will be collecting and reviewing data from the online programs, collecting data and strategies using the CARE process monthly with our PLCs and teachers will attend scheduled PD meetings during their planning period. The Social Studies Department will also support the English Department by implementing NewsELA monthly.
  Social Studies teachers will focus on the English standard students are weakest in based on data from common assessments.

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

Data-enhanced and Authentic PLCs will be scaled up to improve teaching and learning in order to increase performance in our SES band.

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

PLSs for 9th – 12th grade teachers will meet once a month on scheduled Professional Study Days to work collaboratively on lesson and activities that will enhance student performance in all areas of academia. All PLCs are data-driven and

reflect of teaching practices based on outcomes vs. intended outcomes. Additionally, all teachers have a common planning period based on their content area. This provides additional time for teachers to engage in collaborative discussions to created engaging lessons and activities for students.

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

Teachers in all departments give common assessments monthly and analyze the data during PLCs. The Biology teachers use USA Test Prep and Data Nuggets. The English and Social Studies Department uses NewsELA monthly and gather and discuss data monthly.

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

In math, biology, and English Coral Springs High School provides push in and pull out services by the Reading Coach, math teachers, and biology teachers. There are also after school tutoring offered for each subject. These students are monitored through their math, English, or biology class monthly through common assessments. Students and teachers should see an increase in student achievement.

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

In math, biology, and English Coral Springs High School provides push in and pull out services by the Reading Coach, math teachers, and biology teachers. There are also after school tutoring offered for each subject. These students are monitored through their math, English, or biology class monthly through common assessments. Students and teachers should see an increase in student achievement.

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?

All students are in an English class tht uses Collections series. Students recieve textbooks and can also access the material online.   Students also have access to NewsELA (online) through Science and Social Studies classes.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
Push in/pull out services, using NewsELA in Social Studies and Science classes to practice reading strategies	Staff	5/31/2019	Student Centered Activities	$1,200.00
Push in/pull out services, Math Nation, and Khan Academy	Algebra I and Geometry Teachers	5/31/2019	None	$0.00

School Improvement Plan (SIP)

School Name   Hallandale HS (0403)

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
0403 Science	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	1:30 PM - 2:00 PM	9, 10, 11, 12
0403 Mathematics	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	11:30 AM - 12:00 PM	9, 10, 11, 12
0403 Performing Arts	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	11:30 AM - 12:00 PM	9, 10, 11, 12
0403 CTACE	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	8:00 AM - 8:30 AM	9, 10, 11, 12
0403 ESE	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	11:30 AM - 12:00 PM	9, 10, 11, 12
0403 Social Studies	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	9:15 AM - 9:45 AM	9, 10, 11, 12
0403 Reading	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	9:30 AM - 10:00 AM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
0403 Foreign Language	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	11:30 AM - 12:00 PM	9, 10, 11, 12
0403 ELA 9/10	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	9:30 AM - 10:00 AM	9, 10
0403 - ELA 11/2	Tuesday	1st2nd3rd4th5th	8/21/2018 - 5/28/2019	9:30 AM - 10:00 AM	11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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
09	398	29.60	12.10	21.90	36.20	26.10
10	373	33.00	18.20	25.70	34.00	31.10

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
11	359	37.00	12.30	27.60	19.20	27.30
12	363	47.90	5.50	6.90	0.60	9.60

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

Students who have more than 50 points as indicated by the early warning system are discussed and monitored by the RTI team. Students in RTI meet with guidance counselors and the RTI team to discuss academic improvement strategies and ongoing progress monitoring. Parents are involved in conferences and RTI meetings to determine and monitor thier support plan.

Teachers implement Tier 1 classroom strategies and TIer 2 & 3 interventions for students in the RTI process. Teachers conference with students and parents regarding progress and to plan future steps.

Students who are identified as having potentially critical literacy deficits are referred to our student support team for additional diagnostic testing.

Students who are struggling academically are referred to the LEAPS afterschool tutoring and the Saturday Success Academy where students can recieve support in Science, English Language Arts, and Mathematics.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd	8/21/2018 - 5/21/2019	8:00 AM - 10:40 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Composition-2018-2019-HHS.pdf	September	None	10/25/2018
September-24-SAC-Agenda-Minutes-SignIn.pdf	September	Developed	10/23/2018
August-2018-SAC-agenda-minutes-sign-in.pdf	August	Developed	10/23/2018
Hallandale-HS-SAC-Bylaws-2018-2019.pdf	August	SAC ByLaws	10/22/2018
Hallandale-HS-SAC-Dates--2018-2019.pdf	August	None	10/19/2018

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	471	47 of 56	7	169	337

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?

Our SES Band Data shows that while overall we are at the top of Broward schools in our SES Band, we are lagging behind in our Reading proficiency. Data indicates that 36% of students making learning gains in reading, which was better than Stranahan HS and Coconut Creek HS but fell behind Hollywood Hills, Miramar HS and Piper HS. Finally, 35% of our student in the bottom quartile made learning gains. This is obviously an area where our students struggle, and without literacy proficiency, it is difficult for them to excel in other content areas, or to be college and career ready. Therefore, this is an area of greatest urgency for us.

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

The BEST Practice that we will continue to scale-up to improve teaching and learning in order to increase performance within the SES Band is A Focused and Authentic PLC Process.

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

Our PLC's include weekly departmental professional learning communities that meet to complete the C.A.R.E. cycle of collaboratively analyzing student data, adjusting the curriculum, and providing remediation and enrichment. Each department has created an instructional focus calendar with a schedule of common assessments. Teachers meet weekly to discuss student progress towards mastery of the assessed standards and to create & monitor a plan of remediation and enrichment. Administrators, department chairs, and curriculum coaches also meet bi-weekly as a Curriculum Leadership Team to monitor data and discuss progress. Our professional development committee assesses the PD needs of our teachers utilizing staff surveys, walkthrough data, and student achievement data in order to provide learning on professional study days that will increase student achievement by increasing the effectiveness of instruction with a particular focus on improving literacy instruction in all content areas.

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

Our school-level progress monitoring data is collected by using Common Formative Assessments which are administered every three to five weeks depending on the Instructional Focus Calendar. Midyear we also use mock EOCs and the SAT to collect data for remediation or enrichment to ensure student success.

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

Each department follows an instructional focus calendar that provides an opportunity for remediation, pullouts and quarterly data chats for their students. Teachers use their study hall periods to address grades and online courses with their students. School to home communication is also a vital tool used by teachers to enlist parents to help with students not progressing towards school and district goals. Teachers meet weekly for 30 minutes in department PLC's to plan instruction that is based on school goals and to analyze student data to ensure students are progressing towards mastery. Administrators meet with department leaders to discuss data chats and lesson plans. Teachers also meet with administrators individually to discuss their classroom instruction and student data in relation to the school and district goals.

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

Teachers utilize departmental common planning time to work collaboratively to develop classroom lessons that offer flexible methods of presentation, such as lecture, jigsaw strategies, videos, demos, text-based lessons, and inquiry based lessons. They also plan lessons that offer multiple ways of expression to provide diverse students with alternatives for demonstrating what they have learned through portfolios, journaling, and through formative and summative assessments. Teachers also share lesson ideas designed and proven to motivate diverse learners to engage. Classroom walkthroughs are conducted by administrators, curriculum coaches, and master teachers to provide feedback to teachers about those 3 elements of the universal design for learning and staff development is offered to individual teachers and to groups of teachers based on identified needs.

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

Our school ensures Tier 1 Standards-Based classroom instruction is being implemented properly and effectively with the use of walkthrus and observations conducted by our TIF Master teachers, department heads and administrators. Effective and immediate meetings follow the walk-thru and observation process to ensure timely and informative feedback is provided to all staff members.

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?

Each content curriculum teacher has a district-mandated textbook and supplemental program to use at each grade level. The district also provides software programs: Newsela, Math Nation, online textbooks and library resources. Our students have a choice of using the online version or a hard copy of their textbook. We offer afterschool programs where computers are available for student access to a variety of mediums.

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

Students in our PASL study hall classes and our mentoring groups, Mentoring Tomorrow's Leaders, 5,000 Role Models, Carter Cares, Women of Tomorrow, as well as students involved in a number of clubs and after school programs recieve instruction and applicable activities to improve their self-awareness, social awareness, responsible decision-making, self-management, and relationship skills.

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

During the first week of school, our school wide postive behavior plan lessons are taught in every study hall classroom that deal with the competencies of social and emotional learning, and include specific lessons on goal setting and responsible decision-making, and maintaining postive relationships and conflict management. Students are also taught self-management strategies in their study hall classes. PASL study hall classes incorporate rapid check-ins to ascertain students' social and emotional well-being and to teach self awareness and self-management strategies. Quarterly grade level assemblies also address broad aspects of the SEL competencies. Guidance counselors complete classroom guidance presentations where they address SEL competencies as well.

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

Our school has PASL incorporated in our 9th and 10th grade Study Hall classes where teachers are checking in with students every other day to ensure they are academically, socialy, and emotionally on track. They help them join clubs and activities that are of interest to them, and help students monitor their grades. We have many mentoring groups including 5,000 Role Models, Mentoring Tomorrow's Leaders, Women of Tomorrow, Glitter Girls, and Carter Cares. These mentoring groups explicitly teach problem solving, respect for others, self-confidence, self-discipline, communication, and relationship building. Studnets also have the opportunity to participate in a number of clubs and activities that teach them SEL competencies including SWAG, HOPE club, Future Chargers, Best Buddies, and BluApple Poetry Network, just to name a few.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Literacy and math pull-out and push-in provided in personalization periods	Department Heads and Literacy Coach	5/31/2019		
Utilize available literacy programs in all content areas(Newsela, vocabulary.com Khan Academy)	Literacy Coach, Department heads,assistant principals over each curriculum area	5/31/2019		
Master teachers provide classroom demonstrations and modeling for their peers. Create opportunities for classroom visits to observe demonstrations and modeling.	Principal. Assistant principals. Literacy Coach and TIF 5 Master Teacher	5/31/2019		
Students participate in LEAP High after school reading tutoring.	12th grade Assistant Principal, assistant principal responsible for Literacy, Literacy Coach, English and Reading Department heads	5/31/2019		

Strategies	Persons responsible	Deadline	Professional Development	Budget
Department heads along with Literacy coach agree upon common assessment practices. Departments create common rubrics and incorporate performance assessments in classroom instruction Provide time for assessment review.	Classroom Teachers, Department Heads and Literacy Coach	5/31/2019		
Professional development in coaching and mentoring. Provide time for constructive feedback and follow up activities.	Literacy Coach, TIF5 Master teachers and assistant principals over each department	5/31/2019		
Schedule time for department meetings. Share effective strategies in faculty meetings. Include one strategy in each monthly faculty meeting.	Department Heads and Literacy Coach	5/31/2019	Khan Academy, College Board, Canvas, Newsela, Achieve3000, Stop Drop & Read	$13,000.00 for Achieve 3000 & WriteScore program

School Improvement Plan (SIP)

School Name   Hollywood Hills HS (1661)

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
English 11 - 12	Wednesday Thursday	2nd4th	9/12/2018 - 5/8/2019	8:00 AM - 2:30 PM	11, 12
English 9-12	Wednesday Thursday	2nd4th	9/12/2018 - 5/18/2019	8:00 AM - 2:30 PM	9, 10, 11, 12
ESE 9 -12	Wednesday Thursday	2nd4th	9/12/2018 - 5/8/2018	8:00 AM - 2:30 PM	9, 10, 11, 12
Mathematics	Wednesday Thursday	2nd4th	9/12/2018 - 5/18/2019	8:00 AM - 2:30 PM	9, 10, 11, 12
Military Academy	Wednesday Thursday	2nd4th	9/12/2018 - 5/18/2019	8:00 AM - 2:30 PM	9, 10, 11, 12
Science 9 - 12	Wednesday Thursday	2nd4th	9/12/2018 - 5/18/2019	8:00 AM - 2:30 PM	9, 10
Science Upper Level	Wednesday	2nd4th	9/12/2018 - 5/18/2019	8:00 AM - 2:30 PM	10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
World Languages	Wednesday Thursday	2nd4th	9/12/2018 - 5/8/2019	8:00 AM - 2:30 PM	9, 10, 11, 12
Social Studies	Wednesday Thursday	2nd4th	9/12/2018 - 5/8/2019	8:00 AM - 2:30 PM	9, 10, 12
U.S. HIstory	Wednesday Thursday	2nd4th	9/12/2018 - 5/5/2019	8:00 AM - 2:30 PM	11
Unified Arts	Wednesday Thursday	2nd4th	9/12/2018 - 8/8/2019	8:00 AM - 2:30 PM	9, 10, 11, 12
Physical Education	Wednesday Thursday	2nd4th	9/12/2018 - 5/8/2019	8:00 AM - 2:30 PM	9, 10, 11, 12
Guidance	Wednesday Thursday	2nd4th	9/12/2018 - 5/8/2019	8:00 AM - 2:30 AM	9, 10, 11, 12
Vocational	Wednesday Thursday	2nd4th	9/12/2018 - 5/8/2019	8:00 AM - 2:30 PM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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
09	584	30.80	23.60	26.70	30.00	33.60
10	507	35.10	28.60	31.80	37.70	39.30
11	491	49.30	20.60	26.70	16.70	31.20
12	510	54.70	12.70	10.80	0.60	16.30

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

Students who have more than 50 points as indicated by the early warning system are discussed and monitored by the RTI team. Students in RTI meet with guidance counselors and the RTI team to discuss academic improvement strategies and ongoing progress monitoring. Parents are involved in conferences and RTI meetings to determine and monitor thier support plan.

Teachers implement Tier 1 classroom strategies and TIer 2 & 3 interventions for students in the RTI process. Teachers conference with students and parents regarding progress and to plan future steps.

Students who are identified as having potentially critical literacy deficits are referred to our student support team for additional diagnostic testing.

Students who are struggling academically are referred to the LEAPS afterschool tutoring and the Saturday Success Academy where students can recieve support in Science, English Language Arts, and Mathematics.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd	10/16/2018 - 5/15/2019	1:00 PM - 2:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-ByLaws.pdf	November	SAC ByLaws	11/4/2018
Hollywood-Hills-SAC-11_2_18.pdf	November	None	11/2/2018
SAC-Agenda-October-2018.doc	October	None	10/10/2018
Hollywood-Hills-High-School-SAC-minutes10_09.docx	October	Monitored	10/10/2018
Hollywood-Hills-High-School-SAC-minutes-(1).docx	September	Monitored	9/27/2018
SAC-Agenda-September-25.-2018.doc	September	None	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

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	519	32 of 56	2	145	289

Goals

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

As evidenced in the SES Band Data and FSA results, a school-wide Mathematics program is being implemented focusing on key Algebra standards. This area has been chosen due to only 33% of our 9th and 10th grade stduents scoring proficient on the 2018 Algebra EOC.

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

Students will participate in a new inititive, Marvelous Math Mondays to practice key math standards. Student will log onto Khan Academy and College Board accounts to practice on their own individualized study plan based on their performance on the PSAT. There is free tutoring on campus Tuesday, Wednesday, and Thursday led by the National Honor Society and Spartan Academy with teachers available for all EOC and FSA subjects. Our Village Days is held in Study Hall each quarter to review grades and graduation requirements. Students are instructed on how to log in to Naviance and conduct personal inventories to align college and careers that match their interest. Teachers are being employed during planning periods to provide standard driven remediation sessions to help students maximize their content exposure and mastery.

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

The Leadership Team meets with teachers to ensure the standard alignment is being implemented. Teachers participate in lesson studies and performance task reviews. Teachers hold data chats/accountable talks with students in their Study Hall classes. The school has developed a College and Career Development program and a PSAT/SAT focus.

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

Common Assessment, U.S.A. Test Prep, Energy Points from Khan Academy, and Pinnacle Reports on A bi-weekly Basis to drive PLC discussion.

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

The Administrative Team and Curriculum Leaders discusses the Curriculum, Assessment, Remediation and Enrichment (CARE) process, strategies, and initiaves for each department as well as the current number of students not meeting proficiency within the target areas at bi-weekly Curriculum Leadership Team meetings. After the analysis of summative data, the team identifies students needing additional support to refer to the RtI process. Teachers, Guidance Counselors, and the Administrative Team continously monitor students' progress by engaging in data chats with students.

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

Our classes are all inclusive and bring a richness of ESE and ELL students whose needs must be met. Implementing strategies to serve the needs of these students helps the entire class as others not meeting that criteria can benefit from those supports. Instructional Coaches and Administrators monitor closely that the presentation of new information is done in a variety of formats to include the various learning styles. Teachers are asked to provide students with multiple means of expression throughout the lesson and to afford them the opportunity to engage in a variety of ways. Evidence of this is seen in teacher lesson observations, lesson plans, and PLC best practices share sessions.

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

School administrators conduct classroom walkthroughs and Curriculum Leadership Summits where the entire school is evaluated on implementation of Tier-1 Standards Based classroom instruction. Teachers show evidence of this in their lesson plans, board configuration, lesson delivery, and student work samples. Standard based lesson objectives drive instruction while learning scales are used with fidelity by teachers and students to gage their progress. Teachers utilize standard based task-performance indicators to assess students mastery of the standards.

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?

All core academic classes as well as all tested subject areas use computers for various programs. We have a contract with the Sun-Sentinel for daily newspapers. Teachers use collaborative and project based learning in their classrooms. Our Media Specialist makes rotations with different classes for media resources as well as allowing students to check out novels, periodicals, and other books. Students are taught on how to access and use the virtual library resources available for ebooks and pre-filtered research databases. Guest speakers present during Study Hall for college and career opportunities.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Math Study Hall Pull-outs	Administration, Curriculum Coaches, Teachers	5/24/2019		$2,000.00

School Improvement Plan (SIP)

School Name   Lauderhill 6-12 (1391)

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
Social Studies (Gold (B) Days)	Tuesday Thursday	1st2nd3rd4th5th	9/11/2018 - 5/28/2019	9:30 AM - 11:00 AM	6, 7, 8, 9, 10, 11, 12
ELA (Blue (A) Days)	Tuesday Thursday	1st2nd3rd4th5th	9/11/2018 - 5/28/2019	2:56 PM - 4:30 PM	6, 7, 8, 9, 10, 11, 12
Reading (Gold (B) Days)	Tuesday Thursday	1st2nd3rd4th5th	9/11/2018 - 5/28/2019	2:56 PM - 4:30 PM	6, 7, 8, 9, 10, 11, 12
Science (Blue (A) Days)	Tuesday Thursday	1st2nd3rd4th5th	9/11/2018 - 5/28/2019	1:20 PM - 2:50 PM	6, 7, 8, 9, 10, 11, 12
Mathematics (Gold (B) Days)	Tuesday Thursday	1st2nd3rd4th5th	9/11/2018 - 5/28/2019	1:20 PM - 2:50 PM	6, 7, 8, 9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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	312	19.60	24.70	12.80	47.40	28.20
07	262	19.80	28.20	3.40	47.70	26.30
08	262	24.00	29.00	2.70	48.10	27.90
09	38	10.50	5.30	0.00	28.90	7.90
10	29	10.30	0.00	3.40	17.20	3.40
11	36	0.00	11.10	11.10	0.00	0.00
12	15	40.00	0.00	0.00	0.00	0.00

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

The instructional staff members, instructional coach and curriculum facilitators will implement reading strategies at Lauderhill 6-12 STEM-MED Magnet School to improve academic performance:
-RTI Tier I - Tier 3 Interventions - Progressive tier interventions with the RTI process including whole group intensive implementations.
-BEST Blueprint - District guide on how to improve relationships with all steakholders, compare best practices with schools within our SES band, ensure ALL students are learning within a Robust RTI/MTSS process, and engage instructional staff members in authentic PLCs.

-CARE Packages - District provided pacakges that provide lessons to support Curriculum, Assessment, Remediation, and Enrichment strategies.
-Bi - Weekly RTI (response to intervention meetings to discuss at risk students and implemented interventions).

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	9/13/2018 - 5/30/2019	1:30 PM - 2:55 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Minutes-9.27.18.docx	October	Monitored	10/26/2018
Agenda-10-25-2018.docx	October	Monitored	10/26/2018
10.25.18Sign-InSheet.pdf	October	Monitored	10/26/2018
SAC-Dates-2018-2019.pdf	September	Developed	9/28/2018
9.28.18CompositionSign-InSheet.pdf	September	Developed	9/28/2018
9.28.18Sign-InSheet.pdf	September	Developed	9/28/2018
SAC-Minutes-May.16.2018.docx	September	Developed	9/28/2018
Agenda-9-27-2018.docx	September	Developed	9/28/2018
SAC-ByLaws--2018_2019.pdf	August	SAC ByLaws	8/10/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

School Improvement Plan (SIP)

School Name   Lauderhill 6-12 (1391)

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
Social Studies (Gold (B) Days)	Tuesday Thursday	1st2nd3rd4th5th	9/11/2018 - 5/28/2019	9:30 AM - 11:00 AM	6, 7, 8, 9, 10, 11, 12
ELA (Blue (A) Days)	Tuesday Thursday	1st2nd3rd4th5th	9/11/2018 - 5/28/2019	2:56 PM - 4:30 PM	6, 7, 8, 9, 10, 11, 12
Reading (Gold (B) Days)	Tuesday Thursday	1st2nd3rd4th5th	9/11/2018 - 5/28/2019	2:56 PM - 4:30 PM	6, 7, 8, 9, 10, 11, 12
Science (Blue (A) Days)	Tuesday Thursday	1st2nd3rd4th5th	9/11/2018 - 5/28/2019	1:20 PM - 2:50 PM	6, 7, 8, 9, 10, 11, 12
Mathematics (Gold (B) Days)	Tuesday Thursday	1st2nd3rd4th5th	9/11/2018 - 5/28/2019	1:20 PM - 2:50 PM	6, 7, 8, 9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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	312	19.60	24.70	12.80	47.40	28.20
07	262	19.80	28.20	3.40	47.70	26.30
08	262	24.00	29.00	2.70	48.10	27.90
09	38	10.50	5.30	0.00	28.90	7.90
10	29	10.30	0.00	3.40	17.20	3.40
11	36	0.00	11.10	11.10	0.00	0.00
12	15	40.00	0.00	0.00	0.00	0.00

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

The instructional staff members, instructional coach and curriculum facilitators will implement reading strategies at Lauderhill 6-12 STEM-MED Magnet School to improve academic performance:
-RTI Tier I - Tier 3 Interventions - Progressive tier interventions with the RTI process including whole group intensive implementations.
-BEST Blueprint - District guide on how to improve relationships with all steakholders, compare best practices with schools within our SES band, ensure ALL students are learning within a Robust RTI/MTSS process, and engage instructional staff members in authentic PLCs.

-CARE Packages - District provided pacakges that provide lessons to support Curriculum, Assessment, Remediation, and Enrichment strategies.
-Bi - Weekly RTI (response to intervention meetings to discuss at risk students and implemented interventions).

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	9/13/2018 - 5/30/2019	1:30 PM - 2:55 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

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SAC-Dates-2018-2019.pdf	September	Developed	9/28/2018
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9.28.18Sign-InSheet.pdf	September	Developed	9/28/2018
SAC-Minutes-May.16.2018.docx	September	Developed	9/28/2018
Agenda-9-27-2018.docx	September	Developed	9/28/2018
SAC-ByLaws--2018_2019.pdf	August	SAC ByLaws	8/10/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

School Improvement Plan (SIP)

School Name   McArthur HS (0241)

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
Vocational	Monday	1st3rd5th	8/15/2018 - 5/31/2019	7:10 AM - 7:40 AM	9, 10, 11, 12
Fine Arts/World Languages/Media/PE	Thursday	2nd4th	8/15/2018 - 5/31/2019	7:10 AM - 7:40 AM	9, 10, 11, 12
Social Studies	Tuesday	1st3rd	8/15/2018 - 5/31/2019	2:40 PM - 3:10 PM	9, 10, 11, 12
SVE/ESE/Speech	Thursday	2nd4th	8/15/2018 - 5/31/2019	2:40 PM - 3:10 PM	9, 10, 11, 12
Science	Thursday	1st3rd	8/15/2018 - 5/31/2019	2:40 PM - 3:10 PM	9, 10, 11, 12
11th/12th Grade ELA/Reading	Wednesday	1st3rd	8/15/2018 - 6/5/2019	7:10 AM - 7:40 AM	11, 12
Math - Algebra 2 and Higher	Wednesday	1st3rd	8/15/2018 - 5/31/2019	7:10 AM - 7:40 AM	11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
10th Grade ELA/Reading	Monday	1st3rd	8/15/2018 - 5/31/2019	7:10 AM - 7:40 AM	10
Algebra 1 and Geometry	Tuesday	2nd5th	8/15/2018 - 5/31/2019	7:10 AM - 7:40 AM	9, 10, 11
9th Grade ELA/Reading	Monday	2nd	8/15/2018 - 5/31/2018	7:10 AM - 7:40 AM	9

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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
09	602	22.10	15.00	25.60	35.70	27.90
10	548	26.10	14.20	31.00	31.40	29.70

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
11	554	34.10	9.20	20.80	6.30	16.20
12	570	46.70	10.20	4.60	0.50	10.00

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

The instructional staff members, instructional coach and curriculum facilitators will implement reading strategies at Lauderhill 6-12 STEM-MED Magnet School to improve academic performance:
-RTI Tier I - Tier 3 Interventions - Progressive tier interventions with the RTI process including whole group intensive implementations.
-BEST Blueprint - District guide on how to improve relationships with all steakholders, compare best practices with schools within our SES band, ensure ALL students are learning within a Robust RTI/MTSS process, and engage instructional staff members in authentic PLCs.
-CARE Packages - District provided pacakges that provide lessons to support Curriculum, Assessment, Remediation, and Enrichment strategies.
-Bi - Weekly RTI (response to intervention meetings to discuss at risk students and implemented interventions).

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	8/15/2018 - 5/31/2019	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	
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date

File Name	Meeting Month	Document Type	Uploaded Date
SAF_October-Meeting.pdf	October	None	10/18/2018
SAC_October_2018.pdf	October	None	10/18/2018
SAC_September-2018.pdf	September	Monitored	10/18/2018
SAC-ByLaws_2018_2019.pdf	September	SAC ByLaws	10/18/2018
SAC_August-2018.pdf	August	None	10/18/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	515	34 of 56	2	147	293

School Improvement Plan (SIP)

School Name Monarch HS (3541)

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 Learning Community	Friday	3rd	8/8/2018 - 5/9/2019	1:00 PM - 2:30 PM	9, 10, 11, 12
English Language Arts Learning Community	Friday	3rd	8/8/2018 - 5/9/2019	1:00 PM - 2:30 PM	9, 10, 11, 12
Math Learning Community	Friday	3rd	8/8/2018 - 5/9/2019	1:00 PM - 2:30 PM	9, 10, 11, 12
Social Studies Learning Communities	Friday	3rd	8/8/2018 - 5/9/2019	1:00 PM - 2:30 PM	9, 10, 11, 12
Science Learning Community	Friday	3rd	8/8/2018 - 5/9/2019	1:00 PM - 2:30 PM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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
09	678	25.50	8.70	17.70	23.50	18.90
10	633	30.20	6.20	21.80	27.30	23.70
11	588	34.50	4.90	26.20	14.10	21.90
12	601	49.40	4.20	10.30	5.20	13.50

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

The instructional staff members, instructional coach and curriculum facilitators will implement reading strategies at Lauderhill 6-12 STEM-MED Magnet School to improve academic performance:
-RTI Tier I - Tier 3 Interventions - Progressive tier interventions with the RTI process including whole group intensive implementations.
-BEST Blueprint - District guide on how to improve relationships with all steakholders, compare best practices with schools within our SES band, ensure ALL students are learning within a Robust RTI/MTSS process, and engage instructional staff members in authentic PLCs.
-CARE Packages - District provided pacakges that provide lessons to support Curriculum, Assessment, Remediation, and Enrichment strategies.
-Bi - Weekly RTI (response to intervention meetings to discuss at risk students and implemented interventions).

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	9/12/2018 - 5/29/2019	8:30 AM - 10:30 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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
Sign-In-8-29-18.pdf	August	SAF ByLaws	10/17/2018
Member-Sign-In-8-29-18.pdf	August	SAF ByLaws	10/17/2018
AGENDA-Oct.8--2018.docx	October	Monitored	10/17/2018
SAF-Agenda_10-10-18-(002).docx	October	None	10/17/2018
Sept.12-MINUTES.docx	September	SAC ByLaws	10/17/2018
AGENDA-Sept.12.docx	September	SAC ByLaws	10/17/2018
SAC-Minutes_8-29-18.docx	August	Monitored	10/17/2018
August29-AGENDA.docx	August	Monitored	10/17/2018
SAC-ByLaws-9-13-2018.pdf	September	SAC ByLaws	10/2/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
5	529	49 of 77	5	140	280

School Improvement Plan (SIP)

School Name   Nova HS (1281)

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
Building Foreign Language and Unified Arts Course through Canvas	Thursday	1st	9/6/2018 - 5/3/2018	12:45 PM - 4:20 PM	9, 10, 11, 12
Math Vertical Curriculum Alignment	Thursday	1st	9/6/2018 - 5/3/2018	12:45 PM - 4:20 PM	9, 10, 11, 12
Geometry EOC	Thursday	1st	9/6/2018 - 5/3/2018	12:45 PM - 4:20 PM	9, 10
Algebra I EOC	Thursday	1st	9/6/2018 - 5/3/2018	12:45 PM - 4:20 PM	9, 10
Science Inquiry	Thursday	1st	9/6/2018 - 5/3/2018	12:45 PM - 4:20 PM	9, 10, 11, 12
Biology EOC	Thursday	1st	9/6/2018 - 5/3/2018	12:45 PM - 4:20 PM	9, 10, 11, 12
Applying Technology and Document Studies in Advance Placement Social Studies Courses	Thursday	1st	9/6/2018 - 5/3/2018	12:45 PM - 4:20 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Applying Technology and Document Studies in Social Studies Core and Elective Classes	Thursday	1st	9/6/2018 - 5/3/2018	12:45 PM - 4:20 PM	9, 10, 11, 12
Implementing Racial, Gender, and Disability Equity in Classroom Instruction	Thursday	1st	9/6/2018 - 5/3/2018	12:45 PM - 4:20 PM	9, 10, 11, 12
9TH AND 10TH ELA Building a Reading, Writing, and Grammar Course through Canvas	Thursday	1st	9/6/2018 - 5/3/2018	12:45 PM - 4:20 PM	9, 10
Guidance, ESE, and CTE College and Career Transition	Thursday	1st	9/6/2018 - 5/3/2018	12:45 PM - 4:20 PM	9, 10, 11, 12
Aspiring Leaders	Thursday	1st	9/26/2018 - 5/3/2018	12:45 PM - 4:20 PM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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
09	592	9.60	11.30	17.70	15.70	14.90
10	576	12.50	6.80	14.90	16.10	13.20
11	521	15.40	10.20	14.00	5.80	10.20
12	506	31.40	9.10	5.30	0.00	9.50

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

Literacy/Reading Initiatives:
Intensive Reading: Students who score below satisfactory on the previous year's reading test are placed into this class for

- additional reading support and practice
- test taking strategies
- cross-curricular horizontal teaming with each grade level English classes

Personalization: If a student is deemed as a "low level reader" based on results of the reading assessment, he/she may be placed in a coordinating personalization class with a reading teacher.
TITAN Care: Additional reading enrichment for qualified students needing support via a pullout program through personalization periods. Students will utilize digital resources for remediation in the reading standards.
Word of the Day: Schoolwide initiative to promote vocabulary enhancement via in class assignments/quizzes and Vocabulary.com
Saturday Academy: Optional program designed to provide additional assistance in FSA, EOC, SAT, and ACT.
Teaching Assessment Standards Knowledge (TASK): English, Reading, Social Studies, and Electives courses follow a focus calendar based on ELA standards to teach specific monthly standards every Monday and Tuesday throughout the school year. Data is collected through the English courses.
Achieve3000: This online reading program is purchased for students grades 9-12 who are taking Intensive Reading with a focus on increasing students' Lexile levels.
Newsela: This district sponsored reading program provides literacy practices that use high interest articles that are available at different grade and Lexile levels. This program is utilized across content areas.
Additional Online Resources: Students also perfect their skills by using CommonLit.com, USA Test Prep, and Noredink.com

Math Initiatives

- "Double Dose" math classes are provided to level 1 and 2 Algebra 1 and geometry students. Students are paired based on performance in previous math course and/or on the Algebra I EOC. For the current

school year, the 9th grade Algebra I students are paired with Liberal Arts IÍ¾ the 10th grade Algebra I students are paired with Informal Geometry; and the 11th grade Geometry students are paired with Liber Arts II.

- TITAN Care- Additional math enrichment for qualified students needing support via a pullout program through elective classes.
- Saturday Academy is an optional program designed to provide additional assistance in Math Assessment preparation, including Algebra I, Geometry, and Algebra II EOC's, as well as SAT/ACT prep.
- TASK- Teaching Assessment Standards Knowledge School wide across curriculums. Science and Math courses utilize a Math standards focus calendar to teach specific monthly standards every Monday and Tuesday throughout the school year. Data is collected through the Math courses for the CARE process.
- PERT Preparation- Preparing students for an alternative assessment that provides an opportunity to satisfy their Algebra I requirement for graduation.
- IXL- is a computer based programed designed to provide additional practice for students in pre-algebra, algebra I, geometry, and algebra II math courses.
- Math Nation: is used to provide the curriculum for algebra I students, as well as the driving force for geometry. It's the best resource that models our key shifts for success and adequately assesses rigor.

Guidance Counselor Initiatives

- Grade level school counselors meet with deficient students and design a plan to make progress towards graduation, including credit recovery and increasing GPA.
- Parent conferences are scheduled with or without teachers to provide parents with feedback and strategies to assist in increased success.
- Parent University is provided once a year to inform 9th and 10th grade parents how to become partners in their child's education. They will be furnished with all the required state exams needed to graduate high school.
- Small Group Counseling Student Success Skills groups are implemented annually for recommended students in order to aid in academic growth.
- Resources are provided to parents and students, including Social Worker referrals, information regarding tutoring, as well as alternative school and credit recovery programs.
- We offer small and large group counseling, individualized academic and career counseling.
- College Fair for students will be February 6 for students to visit over 70 colleges.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 3rd	9/26/2018 - 4/24/2019	9:30 AM - 2:15 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
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
1281_Nova_High_October_SAC_Meeting_10.25.18.pdf	October	Developed	10/26/2018
1281_Nova_High_September_SAF_Meeting_9.27.18.pdf	September	Developed	10/26/2018
1281_Nova_High_September_SAC_Meeting_9.27.18.pdf	September	Developed	10/26/2018
Nova-High_SAC-Composition-Report.pdf	October	None	10/18/2018
Nova-High-SAC.SAF-Meeting-Dates-2018.2019.pdf	September	None	10/1/2018
Nova-High-SAF-By-Laws.pdf	September	SAF ByLaws	10/1/2018
Nova-High-SAC-By-Laws.pdf	September	SAC ByLaws	10/1/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	668	5 of 59	5	101	202

Goals

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

The SES Band Data that Nova High School will focus on is Biology (63%) and Reading Gains of the Lowest 25% (47%). Nova High School has always lagged behind in Biology proficiency scores throughout the district. In addition, we also did not see growth in our lowest 25% in Reading, staying the same at 47%.

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

Mock Testing: On Professional Study Days, we hold simulated mock exams. We will be adding a Reading mock exams, focusing on our lowest 25% quartile by separating them from the group and having an extended review session after the mock

Data cycles: For example, English and Reading have developed a much more streamline plan to monitor student progress through data cycles. We will implement 5-6 ELA data cycles throughout the school year. We are teaming up with Reading to teach the same standards within each cycle. Once we assess the students we will modify instruction as needed.

The Biology Professional Learning Communities will be meeting with neighboring high school to compare data and share best practices to revise and improve their data cycles.

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

Mock Testing: On Professional Study Days, we hold simulated mock exams. We will be adding a Reading mock exams, focusing on our lowest 25% quartile by separating them from the group and having an extended review session after the mock

Data cycles: For example, English and Reading have developed a much more streamline plan to monitor student progress through data cycles. We will implement 5-6 ELA data cycles throughout the school year. We are teaming up with Reading to teach the same standards within each cycle. Once we assess the students we will modify instruction as needed.

The Biology Professional Learning Communities will be meeting with neighboring high school to compare data and share best practices to revise and improve their data cycles.

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

Data is collected through data cycles. Curriculums such as English, Science, Math and Social Studies all have common planning where they meet weekly to discuss their data cycles. They all progress monitor within the cycles that may range from 3-6 cycles throughout the school year.

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

Teachers meet weekly during their common planning meetings to discuss student progress and performance. Data collection is monitored and discussed weekly and adjustments are made to the curriculum based on results. Regular mock testing also provides data to monitor student progress toward school and district goals. Additionally, there is a regular communication with students and parents through student data chats and parent conferences. In the 9th grade we also have a program designed to monitor called PASL.

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

The school ensures that all classroom instruction is accessible to the full range of learners using UDL for instructional design by working together in common planning and PLC meetings to develop lesson plans that incorporate a variety of opportunities (e.g. student choice, lessons that incorporates physical movement…) for students to demonstrate mastery in the content area. In addition, the curriculum coaches also provide support and ideas for incorporating differentiated instruction in the classroom. Teachers also utilize the school/district provided resources such as Canvas, IXL, Achieve 3000 that provide different approaches for student learning. This translates into student-led learning within a print and media rich teaching environment.

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

During pre-planning week, we held a training for teachers on the expectations of entering and monitoring BASIS interventions. The school holds weekly/bi-weekly RTI meetings with the RTI team where we monitor teacher Tier 1 interventions amongst our most needy students. As a follow up to these RTI meetings, we communicate with teachers on the progress or lack their of.

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?

Newly adopted text provided by the district helps support the various curriculums. In addition, in some courses such as Intensive Reading, we have purchase supplemental programs such as Achieve 3000 and other reading text to aid in the instruction of the lower level student. Additionally, the school uses additional intervention programs that are offered to all teachers to assist within their specific curriculum. These include, but are not limited to USA Test Prep, Newsela, No Red Ink, and Common Lit.

Through our equity and equality plan, we selected specific summer reading text to support the diversity within our school. In addition, our English department has recently received additional text materials to support a culturally diverse literacy plan.

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

Nova High School implements the SEL standards through the following methods:

1. Response to Intervention (RTI)
2. Personalization for Academic and Social Learning (PASL)
3. Sandy Hook Promise
4. Mentoring Tomorrow's Leaders (MTL)
5. SWAP (Sisters with A Purpose)

Strategies: Individual counseling with students while implementing Personalization for Academic and Social Learning strategies in study hall/personalization classes.
Strategies: Academic, Social/Emotional, and Career counseling with students throughout the school year, while incorporating continuous monitoring.

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

Nova High School teaches the five SEL competencies through the following strategies:
Strategies: PVLegs Curriculum embedded across all subjects, Poise, Voice, Life, Eyes, Gestures, and Speed-Schoolwide rubric, Latinos In Action
Strategies: Small group and individual counseling provided by School Counseling Department to assist with Academic, Social/Emotional, and Career development

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

Nova High School implements the following school-wide policies and pratices to support our SEL plan.

PASL-Summer Institute training through Florida State University
SBBC equity liaison curriculum and check points
Start with Hello Presentation/ Resources available on SharePoint

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
Implementation of remedial initiatives/programs school wide: T.A.S.K., Titans CARE, Saturday Academy, After School Tutoring	Administration	5/31/2019		Approx $13,000.00
FSA and EOC courses have common planning where teachers meet once a week for 60 minutes. Professional Study Days also occur 8 days during the school year where teachers belong to a content area specific PLC group focusing on specific assessment alignment.	Administration	5/31/2019	Professional Study Days - Content area specific PLCs	$0.00

School Improvement Plan (SIP)

School Name Piper HS (1901)

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
Biology PLC - Common Planning	Tuesday Thursday	1st2nd3rd4th	9/13/2018 - 5/31/2019	11:00 AM - 12:30 PM	10
Science PLC	Tuesday	1st2nd3rd4th	9/13/2018 - 5/31/2019	7:15 AM - 7:35 AM	9, 10, 11, 12
Piper School-Wide PLC (PSD): ELA, Social Studies, Fine Arts, CTE, ESE, PE, World Languages, Counseling	Thursday	1st3rd	9/13/2018 - 5/31/2019	12:45 PM - 2:40 PM	9, 10, 11, 12
ELA	Tuesday Wednesday Thursday Friday	1st2nd3rd4th	9/13/2018 - 5/31/2019	7:15 AM - 7:35 AM	9, 10, 11, 12
Reading grades 9-12	Thursday	1st3rd	9/13/2018 - 5/31/2019	7:15 AM - 7:35 AM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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
09	604	25.50	13.20	30.10	38.40	30.80
10	699	29.20	17.30	27.80	37.30	31.50
11	596	28.40	12.10	27.20	24.50	26.80
12	630	33.00	10.50	15.60	1.30	14.80

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

* FSA Spring 2018 data was used to place students in Intensive Reading (IR) classes.

* Students were given FAIR-FS. If they earned <30% on WRT, teacher gave students ORF assessment.

* Intensive reading teachers use Fundamentals level, Edge Level B and C, the district-adopted curriculum.

* IR teacher in Bengal Academy of Excellence will use supplemental resources, Rewards, to address students' decoding needs. Note: Professional development is needed

* Teachers use supplemental resource, NewsELA, to provide differentiation and opportunities for engage with rigorous, standards-based texts.

* Bengal Academy of Excellence- 9th Grade Lowest Quartile Team

* RtI Process

* Counseling Referrals/Services

* Family Counseling On-Campus Services

* Data Chats

* PASL - Personalization through Academic & Social Learning program.

* Personalization Periods

* Mentoring Programs (District & On-Campus)

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 3rd, 5th	8/28/2018 - 6/10/2019	9:30 AM - 10:50 AM
Tuesday	1st, 3rd	8/9/2018 - 5/21/2018	9:30 AM - 10:50 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-SAF-PTSA-2018-2019-(9.12).docx	October	A+ Funds	10/17/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	460	49 of 56	2	174	348

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?

Literacy and Early Learning- Reading will be the focus for improving student achievement. This area was chosen because FSA proficiency scores have fallen short of 50% for each of the last three years.

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

1. Road Maps
2. Professional Learning Communities
3. Common Formative and Summative Assessments
4. Course Progression Monitoring

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

- Science, ELA, and History departments have created curriculum road maps with an emphasis on pacing guides and teaching of standards and summative assessments.
- Content literacy professional development will be improved across the key curricular areas.
- The literacy coach will facilitate content-based literacy professional development including text-based close reads for content areas including environmental science, marine science, and world history.
- Grade-level teams will meet to analyze data and use it to drive instruction and remediate skills.
- Teachers will utillize text-dependent questions to assist students wilth mastery of standards.

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

- Grade-level formative and summative assessments will be administered bi-quarterly.
- FAIR will be administered three times by June 2019.
- School-day PSAT and SAT administration in October 2018

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

- The department chair will monitor lesson plans and track progress toward the goal.
- Ongoing analysis of formative assessment data will be used to determine reteaching and enrichment.
- Teachers will track effectiveness of strategies in gradebook and/or excel spreadsheet.
- Guidance, department chairs, and administrators work closely with students and families to maximize student placement and course progression.

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 build lessons around texts with various complexity levels.
- Teachers will utilize text-dependent questions to assist students with mastery of standards.
- Teacher will preview guided questions and text-dependent questions at the end of each selection, and arrange them sequentially to scaffold learning, optimize rigor, and maximize the effectiveness of questioning.

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

- PLCs will develop road maps that emphasize research-based instructional strategies.
- Administrators oversight will assure road maps are followed with fidelity.
- Team leaders will utilize Instructional Practice Guide as a tool for professional development.
- Teachers will use a plethora of instructional strategies and formative assessments to engage 90% of students with the work of the lesson.

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

Teachers build lessons around texts with various complexity levels. Collections, NewsELA, Common Lit, Edge, and Rewards are some texts, supplemental, and intervention programs used across the literacy department. Also, NewsELA and Common Lit are used in science and history classes and elective courses. Students have access to NewsELA and Collections (texts and videos) via their SSO accounts.

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

- Trained staff and school leaders are available to students.
- Growth Mindset novel study through 9th grade ELA classes
- Clubs and activities: YMCA: Teen Talk, G.S.A., Women of Tomorrow, M.O.V.E, and Best Buddies
- Students are encourage to participate in two sports and two after-school activities each year.

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

At Piper High School, the goal of our leadership is to create a culture that consist of Respect, Integrity, and Dignity. When Staff model positive behavior and set high expectations for students, they develop essential life skills and create an environment where students can feel safe. Our Staff cultivates a positive culture by building relationships and making connections – which are essential for developing trust with students and stakeholders.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Teachers implement road maps with fidelity; reading coach models reading and writing strategies school-wide (i.e. Non-ELA classes) for teachers and students; and grade-level teams and dept. analyze data and artifacts in bi-weekly PLC meetings.	Instructors, department chairs, reading coach, and administrative team	6/30/2019	Professional development in literacy will be schoolwide during professional study days.	

School Improvement Plan (SIP)

School Name   Plantation HS (1451)

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
Fine Arts	Thursday	1st	9/6/2018 - 5/2/2019	12:40 PM - 2:40 PM	9, 10, 11, 12
IB	Thursday	1st	9/6/2018 - 5/2/2019	12:40 PM - 2:40 PM	11, 12
Government/Economics	Thursday	1st	9/6/2018 - 5/2/2019	12:40 PM - 2:40 PM	12
U.S. History	Thursday	1st	9/6/2018 - 5/2/2019	12:40 PM - 2:40 PM	11
Visions & Pursuits	Thursday	1st	9/6/2018 - 5/2/2019	12:40 PM - 2:40 PM	10
World History	Thursday	1st	9/6/2018 - 5/2/2019	12:40 PM - 2:40 PM	9
World Languages	Thursday	1st	9/6/2018 - 5/2/2019	12:40 PM - 2:40 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Guidance	Thursday	1st	9/6/2018 - 5/2/2019	12:40 PM - 2:40 PM	9, 10, 11, 12
ESE	Thursday	1st	9/6/2018 - 5/2/2019	12:40 PM - 2:40 PM	9, 10, 11, 12
11/12 Math	Thursday	1st	9/6/2018 - 5/2/2019	12:40 PM - 2:40 PM	11, 12
PE/JROTC	Thursday	1st	9/6/2018 - 5/2/2019	12:40 PM - 2:40 PM	9, 10, 11, 12
CTACE	Thursday	1st	9/6/2018 - 5/2/2019	12:40 PM - 2:40 PM	9, 10, 11, 12
Chemistry	Thursday	1st	9/6/2018 - 5/2/2019	12:40 PM - 2:40 PM	9, 10, 11
Biology	Thursday	1st	9/6/2018 - 5/2/2019	12:40 PM - 2:40 PM	9, 10
Environmental Science	Thursday	1st	9/6/2018 - 5/2/2019	12:40 PM - 2:40 PM	9
Geometry	Thursday	1st	9/6/2018 - 5/2/2019	12:40 PM - 2:40 PM	9, 10, 11
Algebra	Thursday	1st	9/6/2018 - 5/2/2019	12:40 PM - 2:40 PM	9, 10
12th Grade ELA	Thursday	1st	9/6/2018 - 5/2/2019	12:40 PM - 2:40 PM	12
11th Grade ELA	Thursday	1st	9/6/2018 - 5/2/2019	12:40 PM - 2:40 PM	11

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
10th Grade ELA	Thursday	1st	9/6/2018 - 5/2/2019	12:40 PM - 2:40 PM	10
9th Grade ELA	Thursday	1st	9/6/2018 - 5/3/2018	12:40 PM - 2:40 PM	9

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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09	551	12.20	18.10	24.10	29.60	24.90
10	595	13.10	19.00	28.60	36.60	26.60
11	553	9.80	14.10	25.00	25.10	20.40

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
12	590	16.90	7.30	9.00	1.00	6.80

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

Students displaying early warning indicators are identified as early as possible through data analysis, teacher input, and test scores. Students are referred to the RtI team where strategies are put into place to work towards academic improvement. Students may be provided with extra assistance during the school day through their personalization period. In addition, curriculums proven to promote student success are implemented within the classroom. Students are taught using a differentiated, standards-based curriculum to ensure success. Authentic assessments are conducted and progress is monitored regularly. Students in need of further assistance may be recommended for push-in or pull-out sessions with a member of the RtI team or referral for additional assessment. In addition, students may be referred for additional assistance outside of school hours through programs such as YMCA and Mentoring Tomorrow's Leaders. The school works closely with parents of low-achieving students to ensure success. Parents are invited to afterschool events, such as Family Literacy Night, to promote carry-over at home. Student absenteeism and behavioral issues are closely monitored through guidance and adminstration.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	9/6/2018 - 5/30/2019	9:30 PM - 10:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date

File Name	Meeting Month	Document Type	Uploaded Date
October-2018-SAC-Meeting.pdf	October	Monitored	10/3/2018
September-2018-SAC-Meeting.pdf	September	None	9/5/2018
SAC-ByLaws-1819.pdf	September	SAC ByLaws	9/5/2018

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	490	42 of 56	7	159	318

Goals

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

According to the SES Band 4 data, PHS will need to focus increasing student achievement in the areas of Algebra 1 EOC, Biology EOC, U.S. History EOC, and FSA. We will continue to place our efforts on our lower quartile in the same areas mentioned. Showing student growth in these areas will allow for our school to gain points so as to increase in the SES Band 4. Gaining the needed points to bridge half the gap to the top of SES Band is the goal of our school. Stategies will be set in place to increase by 5% points in Math, Science, and English. In addition, we will show 5% gains for our lower quartile students in Math, Science, and Reading.

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

BEST Practices 1, 2 and 3 will be scaled up to improve teaching and learning in order to increase performance with in the SES Band 4. BEST Practice 1 will be scaled up because creating authentic Professional Learning Communities will allow the teachers to collaborate and share best teaching practices and strategies for overall teachers and student performance. BEST Practice 2 because by creating a positive environment for struggling students, it would allow for an increase in student acheivement through the use of positive interventions. BEST Practice 3 because when the emotional and social needs of our students are met through the collaboration of all stakeholders (ie. parents, teachers, administrators, community leaders, and local businesses), the focus of students' acheivement will increase.

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

BEST Practice 1 (Focused and Authentic Professional Learning Communities, PLC) - The more you develop active professional learning communities within schools in which teachers observe each other's teaching, and work with school leadership to make on going improvements, the greater the consistency and quality of teaching across the whole school, at which point all students in the school benefit and keep on benefiting. Creating an authentic PLC that will focus on Marzano's 9 High Yield Strategies in conjunction with the CARE Cycle will be the focus of the PLCs at PHS. In order to increase Rigor and Depth of Knowledge for College and Career Readiness, teachers will incorporate the Super Seven from Marzano's DQ2, DQ3, and DQ4 into their lessons with more frequency. Within PHS's PLC, teachers will create common planning and assessments that will be more focused on teaching to the standards through the implementation of Goals and Scales which will be aligned to the State Standards.

BEST Practice 2 (An Embedded High Quality RtI Process) - Response to Intervention (RtI) is at work within a school's culture for each and every teacher by means of classroom management. RtI is extremely effective for reaching out to students and parents. RtI is important because it has the potential to unify education by promoting the sharing of resources, intervening early, and breaking down the walls for underachieving students. Essentially, RtI can build a system where students benefit from targeted interventions and frequent progress monitoring designed to enhance the achievement of all students. However, it is the classroom teacher's responsibility to refer struggling students to the school social worker so as to initiate the eligibility process of RtI, most teachers are not trained on RtI. Therefore, creating Professional Development for teachers throughout the school year concerning the purpose and implications of RtI on student achievement is essential. Monitoring students with attendance below 90% along with monitoring students with 1 or more suspensions will be the focus for RtI because research shows there is a direct correlation between attendance and student achievement. Creating a mentorship for these students to develop emotional and social skills will explored.

BEST Practice 3 (Optimal Internal/External Relationships) - *Purpose and Direction* - Instructional Leaders will employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.

Governance and Leadership - Instructional Leaders will work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. District-supported state initiatives focused on student growth will be supported by PHS's Instructional Leaders with specific and observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.

Teaching and Assessing for Learning - Classroom teachers will describe how they implement the various initiatives. Teachers will receive training on adapting instruction to student needs by participating in professional development associated with the initiative and implement the strategies learned every other Tuesday or Wednesday during their planning period. Again, in order to increase Rigor and Depth of Knowledge for College and Career Readiness, teachers will incorporate the Super Seven from Marzano's DQ2, DQ3, and DQ4 into their lessons with more frequency. Within PHS's PLCs, teachers will create common planning and assessments that will be more focused on teaching to the standards through the implementation of Goals and Scales which will be aligned to the State Standards. In addition, teachers will describe specific policies, practices, and procedures that result in a safe, respectful, and inclusive student-centered learning environment through quarterly data chats with their Departmental Instructional Leaders.

Resources and Support Systems - PHS's Instructional Leaders will maximize the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment by focusing on the records of depreciation of equipment, documentation of compliance with local and state inspections requirements, documentation of emergency procedures such as fire drills, evacuation and other emergency procedures, follow up on maintenance schedules, ensuring that we know the safety committee responsibilities, meeting schedules, and minutes, focusing on budget related to media and information resource acquisition, and ensuring that data on media and information resources available to students and staff is up-to-date. Sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders will be developed so as to help engage faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to eliminate achievement gaps associated with student subgroups within the school. By creating effective community partnerships and collaborating to create bridges to meet our students' emotional and social needs, our students will achieve success academically, emotionally, and socially.

Using Results for Continuous Improvement - PHS will utilize and implement strategies from data collected from RtI, Customer Surveys, State Assessments, and along with other qualitative and quantitative data from school resources and create a need for data literacy. We will take more initiative to improve our ability to see where our teachers and students are in the most need for improvement. Instructional Leaders of PHS will identify the areas for improving teacher instruction and student performance on a monthly basis through classroom observations and teacher common assessment results.

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

School-level progress monitoring data is collected via FAIR testing twice per year, along with quarterly common assessments.

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

Students not progressing towards school and district goals are provided with a variety of supports. Students progress is monitored through the RTI team and recommendations are made. Students may receive additional small group instruction through Literacy Coach, etc. Students may also be referred for additional services and testing as needed. Students in 9th grade are enrolled in PASL for additional support. In addition, extracurricular programs such as MTL (Mentoring Tomorrow's Leaders) and YMCA area available.

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 Professional Development and PLCs, teachers are provided with instruction on UDL principles to help them incorporate these effectively into their instruction. Teachers are well-versed on ESE and ELL accommodations, which are reviewed every year. Implementation is supposed by our school's Support Facilitators. In addition, students and teachers have access to a wide-range of technology, including projectors, laptops, and Recordex devices. This assists with varying formats of representation, establishing a digital learning environment or flipped classroom, etc. and appeals to a broad variety of learners. Teachers are also encouraged to accommodate all learning styles by incorporating visual, auditory, and kinesthetic activities into their lessons.

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

We ensure that Tier 1 Standards-Based classroom instruction is being implemented properly and effectively by ensuring that all teachers are adhering to Career and College Readiness standards. Teachers use whole class and small group 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?

Through English and Reading classes, students in grades 9-12 use the Florida Collections textbook for core instruction. 10th grade students in need of reading remediation use the Edge program for intervention. Supplemental literacy resources include Newsela and Common Lit. These programs all ensure that students have balanced access to literary and informational text. Students in science and history classes are also accessing informational texts through primary source documents, Newsela, etc. as well as the Florida adopted textbooks for their subject area.

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

SEL standards are currently implemented through the school's PASL program. PASL is implemented in all 9th grade study hall classes to provide students with the social and emotional learning skills they need to be successful in high school. SEL standards may also be implemented in one-on-one or small group meetings with guidance, social workers, etc. and in after school programs such as MTL and YMCA.

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

The primary way in which the five competencies of SEL are taught is through "rapid check ins."Students meet on an individual basis with their personalization teacher no less than once per quarter. During these check ins, teachers and students discuss grades, attendance, behavior, challenges during the school say, socialization, activities and extracurrilurs, etc. Students are also encouraged to join after school and mentoring activities to increase access to and chances for interacting with SEL competencies.

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

SEL standards are incorporated in a variety of ways. Foremost, SEL standards are implemented through personalization periods, specifically through out 9th grade PASL classes. SEL is also incorporated through our mentoring programs, such as Mentoring Tomorrow's Leaders and Women of Tomorrow. It is also part of our athletic program. SEL standards are incorporated through a curriculum implemented for students in Internal Suspension, as well.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Literacy Night, Professional Development, Supplemental Resources, High Quality Instruction, WriteScore, Achieve 3000	Admin team, Literacy Coach, Classroom Teachers	5/2/2019	Instructional Facilitators from various departments to provide monthly support	
Literacy Night, Parent meeting opportunities through clubs such as MTL, Open House, SAC/SAF/PTSO	Admin team, Literacy Coach, MTL Coordinator, SAC Chair	5/2/2019		
Implement behavior and RtI plan, teach SEL through personalization and other opportunities	Admin team, SEL Coordinator, RtI team	5/2/2019		
Regular meetings, supplemental resources, professional development	Admin team, Department Chairs, PLC Leaders	5/2/2019	Instructional Facilitators from various departments to provide monthly support	

School Improvement Plan (SIP)

School Name   South Broward HS (0171)

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
Canvas for Foreign Language	Thursday	1st3rd	8/8/2018 - 6/5/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
Strategies for Diverse Populations	Thursday	1st3rd	8/8/2018 - 6/5/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
ELA 9-12	Thursday	1st3rd	8/8/2018 - 6/5/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
Canvas, Technology	Thursday	1st3rd	8/8/2018 - 6/5/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
Marine Magnet	Thursday	1st3rd	8/8/2018 - 6/5/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
Critical Pedagogy and Critical Literacy	Thursday	1st3rd	8/8/2018 - 6/5/2019	11:45 AM - 2:45 PM	9, 10, 11
Literacy Through the Arts	Thursday	1st3rd	8/8/2018 - 6/5/2019	11:45 AM - 2:45 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
CTACE/CAPE	Thursday	1st3rd	8/8/2018 - 6/5/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
Physical Science	Thursday	1st3rd	8/8/2018 - 6/5/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
PASL	Thursday	1st3rd	8/8/2018 - 6/5/2019	11:45 AM - 2:45 PM	9, 10
Cambridge	Thursday	1st3rd	8/8/2018 - 6/5/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
US History	Thursday	1st3rd	8/8/2018 - 6/5/2019	11:45 AM - 2:45 PM	11
Biology	Thursday	1st3rd	8/8/2018 - 6/5/2019	11:45 AM - 2:45 PM	10
Geometry	Thursday	1st3rd	8/8/2018 - 6/5/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
Algebra 1	Thursday	1st3rd	8/8/2018 - 6/5/2019	11:45 AM - 2:45 PM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
Data For: 2017-2018 (Last updated: 7/18/2018)						
09	602	25.90	21.90	21.40	30.70	27.10
10	677	28.10	18.50	18.30	32.50	27.20
11	608	39.60	12.70	23.50	15.60	26.00
12	529	53.30	9.50	15.10	5.70	20.00

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

Initially at the beginning of the school year, teachers review their rosters via BASIS and identify students considered at-risk. Teachers are the initial step in the monitoring of student academic progress. Any decline in performance will be addressed by parent contact, collaboration with teachers, consultation with Guidance, and data chats with Administration. Initial interventions are scheduling of students, classroom seating assignment, peer tutor (MTL, NHS), after school tutoring, remediation assignments, and extended Media Center hours (before and after school). If the strategies mentioned above are found to be ineffective, more intensive interventions may include an adult mentor, weekly/daily progress report, small-group pullouts, credit recovery options, Social Worker Referrals, and Family Counselor Referrals.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/17/2018 - 5/29/2019	9:45 AM - 2:40 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	
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
SAF_SignIn_08-28-18.pdf	August	Approved	11/2/2018
NEW-WAIVER-INTENT-TO-APPLY-FORM-PSD.pdf	October	Waiver Application	11/2/2018
NEW-WAIVER-INTENT-TO-APPLY-FORM-EXAM-GRADE-EXEMPTION.pdf	October	Waiver Application	11/2/2018
Accreditation-Stakeholder-Training-Plan-2018.pdf	November	None	11/2/2018
SAC_Attendance_Oct-2018.pdf	October	Developed	11/2/2018
SAC_Attendance_Sept-2018.pdf	November	SAC ByLaws	11/2/2018
SAC-Agenda-September-2018-.docx	November	Monitored	11/2/2018
SAC-Agenda-October-2018-.docx	October	Waiver Application	11/2/2018
SouthBrowardHS_Bylaws-2018-2019.pdf	November	SAC ByLaws	11/2/2018
SAC-Minutes-9-24-18.pdf	October	Monitored	10/29/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	497	35 of 59	-497	187	373

Goals

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

As evidenced by the SES band data and FSA Algebra 1, and Geometry, and Biology EOC data, Mathematics will be the focus for improving student achievement. According to the SES band data, the lowest area of academic achievement was in Mathematics with 32% Satisfactory or Higher, 34% Learning Gains, and 31% Learning Gains for Low 25%.

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

The following BEST Practices will be scaled-up to improve teaching and learning in order to increase performance within the SES Band:

- Professional Learning Communities (PLC)
- After School Tutoring and Academic Advancement (AA) Camp

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

Professional Learning Communities (PLCs) will be better aligned to homogeneously represent specific subject areas within Mathematics (Algebra 1, Geometry, College Readiness). PLCs will utilize CARE, aligning common assessments with EOC assessed standards, and remediate/enrich students appropriately. Mathematics PLCs will focus on utilizing the 90 minute block for effective instruction, modeling effective lesson plans, and remediation/enrichment based on common assessment data.

After School Tutoring will begin in September where students will be provided with individualized remediation or enrichment in their specific subject area of Mathematics. Academic Advancement (AA) Camps

will focus on test preparation for Algebra 1, Geometry EOC assessments. AA Camp curriculum will focus on remediating/enriching assessment standards based on CARE common assessment data.

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

School-level progress monitoring data will be collected throught Department PLC's. Each Department must subit common assessment scores throught the department PLC meetings. The department meetings occur monthly. Each department conducts a data chat with the supervising administaor to disaggragte the data.

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

South Broward will ensure the fidelity of students not progressing towards school and district goals through pull outs and push ins. Once students who are not progressing towards school and district goals identified, they are placed in the push in/pull out initiative. During the push in/pull out sessions students will be remediated on deficeient subject content that has been idenrified by common assessment data. Push in/pull out session are held during a students persaonilization period.

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

All classroom instruction is accessible to a full range of learners using Universal Design for Learning (UDL) for effective instructional design (planning) and delivery (teaching) through professional development sessions. During teacher selected professional development they would receive all knowledge required to ensure that the UDL, planning, and teacing processes are accessible to all learners within the classroom.

School Improvement Plan (SIP)

School Name   South Plantation HS (2351)

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
US History 9-12	Tuesday	1st2nd3rd4th5th	8/28/2018 - 4/25/2019	7:35 AM - 8:00 AM	9, 10, 11, 12
World History 9-12	Tuesday	1st2nd3rd4th5th	8/28/2018 - 4/25/2019	7:35 AM - 8:00 AM	9, 10, 11, 12
Algebra 9-10	Tuesday	1st2nd3rd4th5th	8/28/2018 - 4/25/2019	7:35 AM - 8:00 AM	9, 10
Biology 9-12	Tuesday	1st2nd3rd4th5th	8/28/2018 - 4/25/2019	7:35 AM - 8:00 AM	9, 10, 11, 12
Chemistry 9-12	Tuesday	1st2nd3rd4th5th	8/28/2018 - 4/25/2019	7:35 AM - 8:00 AM	9, 10, 11, 12
CTE/Business 9-12	Tuesday	1st2nd3rd4th5th	8/28/2018 - 4/25/2019	7:35 AM - 8:00 AM	9, 10, 11, 12
DHH/SVE Self Cotatined 9-12	Tuesday	1st2nd3rd4th5th	8/28/2018 - 4/25/2019	7:35 AM - 8:00 AM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ELA 9-10	Tuesday	1st2nd3rd4th5th	8/28/2018 - 4/25/2019	7:35 AM - 8:00 AM	9, 10
ELA 11-12	Tuesday	1st2nd3rd4th5th	8/28/2018 - 4/25/2019	7:35 AM - 8:00 AM	11, 12
ESE 9-12	Tuesday	1st2nd3rd4th5th	8/28/2018 - 4/25/2019	7:35 AM - 8:00 AM	9, 10, 11, 12
Geometry 9-10	Tuesday	1st2nd3rd4th5th	8/28/2018 - 4/25/2019	7:35 AM - 8:00 AM	9, 10
Govt/Econ/Pysc.12	Tuesday	1st2nd3rd4th5th	8/28/2018 - 4/25/2019	7:35 AM - 8:00 AM	12
Magnet 9-12	Tuesday	1st2nd3rd4th5th	8/28/2018 - 4/25/2019	7:35 AM - 8:00 AM	9, 10, 11, 12
Math 11-12	Tuesday	1st2nd3rd4th5th	8/28/2018 - 4/25/2019	7:35 AM - 8:00 AM	9, 10, 11, 12
Pathways 9-12	Tuesday	1st2nd3rd4th5th	8/28/2018 - 4/25/2019	7:35 AM - 8:00 AM	9, 10, 11, 12
PE/JROTC 9-12	Tuesday	1st2nd3rd4th5th	8/28/2018 - 4/25/2019	7:35 AM - 8:00 AM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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
09	676	18.20	21.00	19.40	32.40	25.70
10	581	25.00	12.60	21.50	30.10	23.90
11	578	28.00	8.80	22.70	20.10	21.30
12	491	35.80	7.90	7.50	0.60	9.80

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

Tier 1 Interventions in use at South Plantation High School
1. Teacher will/may change individual or multiple student seats. ie: (near teacher, near front).
2. Teacher will/may provide extra time on assignments.
3. Teacher will/may reinforce study skills.
4. Teacher will coach short and long term goal setting.
5. Teacher will provide immediate feedback on questions and assignments.
6. Teacher will/may create a reward system for positive behavior.
7. Teacher will/may check for individual or group understanding of expectations.
8. Teacher may/will use graphic organizers to assist with content delivery and understanding.
9. Teacher will/may allow students to work collaboratively on assignments and projects.
10. Teacher/school may/will provide mentorship according to individual indicators.
11. Teacher may/will coach note taking to enhance student understanding of content.
12.   Teacher may/will alternate instruction between passive and active as means of delivering content for diverse learners.
13. Teacher will have quarterly data chats with students on grade level appropriate content.
14. Administrator will monitor teacher/student data collection and data chats quarterly.
15. Administration will monitor daily instruction through individual and group walk throughs.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	9/6/2018 - 5/30/2019	8:30 AM - 11:30 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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
Sept-11-SAC-sign-in-sheets-2018.pdf	September	Developed	11/6/2018
October-9-SAC-sign-in-sheets-2018.pdf	October	Developed	11/6/2018
SAC-Composition-SPHS-18_19.pdf	October	None	10/28/2018
SAC--Meeting-Dates-2018_2019.docx	September	None	10/17/2018
SAC-ByLaws-SPHS--18_19.pdf	September	SAC ByLaws	10/17/2018
2351_SACmeetingminutes_100918.docx	October	Developed	10/16/2018
2351_SouthPlantationHS_Agenda_100918.doc	October	Developed	10/16/2018
2351_SouthPlantationHS_Agenda_091118.doc	September	Developed	10/16/2018
2351_SACmeetingminutes_091118.docx	September	Developed	10/16/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	490	37 of 59	4	190	380

School Improvement Plan (SIP)

School Name   Stoneman Douglas, M. HS (3011)

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
3011 Guidance 9-12 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	9, 10, 11, 12
3011 FineArtsMediaCulinary 9-12 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	9, 10, 11, 12
3011 CTACE 9-12	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	9, 10, 11, 12
3011 PE 9-12 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	9, 10, 11, 12
3011 WL 9-12 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	9, 10, 11, 12
3011 ELA 12 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	12
3011 ELA 11 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	11

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
3011 ELA 10 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	10
3011 ELA 9 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	9
3011 Science 11 12 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	11, 12
3011 Marine 10-12 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	10, 11, 12
3011 Environmental Science 9 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	9
3011 Biology 9 10 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	9, 10
3011 Chemistry 9 12 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	9, 10, 11, 12
3011 World History 10 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	10
3011 US History 11 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	11
3011 SS Elective 10 12 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	10, 11, 12
3011 GovEcon 12 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	12
3011 Geography 9 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	9

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
3011 AP Social Studies Vertical Team 12	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	12
3011 Geometry 9 12 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	9, 10, 11, 12
3011 Algebra I 9 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	9
3011 Calculus 10 12 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	10, 11, 12
3011 Algebra 2 10 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	9, 10, 11, 12
3011 SVE-PASS 9-12 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	9, 10, 11, 12
3011 ESE Support 9 12 2018	Thursday	1st	9/6/2018 - 5/2/2019	12:15 PM - 2:40 PM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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
09	891	11.70	1.20	7.60	0.00	2.40
10	834	16.50	4.80	12.40	0.00	7.00
11	884	17.90	2.90	16.90	0.00	7.50
12	811	31.80	4.40	11.20	0.00	7.50

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

Tier 1 Interventions in use at South Plantation High School
1. Teacher will/may change individual or multiple student seats. ie: (near teacher, near front).
2. Teacher will/may provide extra time on assignments.
3. Teacher will/may reinforce study skills.
4. Teacher will coach short and long term goal setting.
5. Teacher will provide immediate feedback on questions and assignments.
6. Teacher will/may create a reward system for positive behavior.
7. Teacher will/may check for individual or group understanding of expectations.
8. Teacher may/will use graphic organizers to assist with content delivery and understanding.
9. Teacher will/may allow students to work collaboratively on assignments and projects.
10. Teacher/school may/will provide mentorship according to individual indicators.
11. Teacher may/will coach note taking to enhance student understanding of content.
12.   Teacher may/will alternate instruction between passive and active as means of delivering content for diverse learners.
13. Teacher will have quarterly data chats with students on grade level appropriate content.
14. Administrator will monitor teacher/student data collection and data chats quarterly.
15. Administration will monitor daily instruction through individual and group walk throughs.

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
Thursday	1st, 2nd, 3rd, 4th	8/30/2018 - 5/23/2019	8:00 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
BCPS_Staff_Survey.pdf		11/2/2018
Student_Survey.pdf		11/2/2018
BCPS_Parent_Survey.pdf		11/2/2018

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Stoneman-Douglas-Composition-Checklist-(1).docx	October	Monitored	11/2/2018
SAF-Bylaw.docx	October	SAF ByLaws	10/23/2018
SAC-ByLaws.pdf	October	SAC ByLaws	10/23/2018
Composition-Report-SAC--2018.pdf	October	None	10/23/2018
Sept-upload-2018.pdf	September	SAC ByLaws	10/12/2018

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
9	707	9 of 27	1	83	166

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 will focus on improving Math and ELA student achievement levels. These areas were chosen since multiple schools in our SES Band are scoring higher in these areas. By focusing on standards-driven instruction and zeroing in on struggling students, we can increase learning gains of the lowest quartile and push students to exceed their previous hindrances. Furthermore, by increasing rigor, we will continue to move high-achieving students towards their highest level of academic success.

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

Quarterly data chats
Content Specific PLCs
Focused lesson planning
Innovator's Corner
Student learning stations
Best Practice student/teacher rotations
ACT/SAT Camps

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

BEST Practices will be scaled up through the use of our Innovator's Corner. Teachers will have the opportunity to share their most impactful instructional strategies. These educators will highlight meaningful ways to engage students, while maintaining high levels of academic rigor during lessons. Teachers will also collaboratively plan lessons using a multi-tiered approach. Instructors will collaborate to create learning goals, scales, and performance tasks that zero in on standards-based evidence of student leraning. This will promote the creation of student work (evidence of standards-based instruction) and ensure that instruction is being delivered at the appropriate level of rigor.

Teachers will also communicate with students during their Personalization classes to monitor, mentor, and manage student success. Administrators will create quarterly, grade-level preventative guidance reports to track students and their college and career readiness. This is expected to increase the likelihood of students being successful by holding them accountable earlier in their high school career.

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

The school gathers data on a weekly, monthly, and quartly basis. The data is collected through PLCs, monthly CFAs, weekly SAT or daily language exercises, Khan Academy, USAtestprep, and formative assessments. The data is discussed during PLC meeting and with administration each quarter.

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

The teachers and administrators analyze our lowest quartile students at the start of the year and then follow their progress on a quartley basis. Teachers constantly use USATestprep and Khan Academy to see which specific areas they are deficient. As year progresses, our math and reading coaches pull students struggling in specific areas to give them additonal instruction.

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

The school utilizes Canvas, so all students have a common area to find textbooks and assignments. Also Wednesday morning have been blocked off for each department to meet to discuss any issues within their curriclum. Finally the county has held meeting with each department to further instruct on differentiating curriculum in each department. Teachers also use a variety of techniques when teaching so all students are reached.

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

Teachers use the Collections Textbook, which is the state adopted text. This text is aligned to the LAFS. Teachers reqularly monitor student progress and align instruction to promote student growth towards learning targets. Student work is reviewed against FSA and LAFS rubrics.

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 Media Specialist has worked to increase the number of Informational Text offerings. Content area teachers incorporate a variety of informational text through the use of NewsELA and other relevant sources. Teachers frequently seek out relevant and high interest material to engage students.
Teachers use the Collections Textbook, which is the state adopted text. This text is aligned to the LAFS. Teachers reqularly monitor student progress and align instruction to promote student growth towards learning targets. Student work is reviewed against FSA and LAFS rubrics.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Continuous Professional Learning focused on SAT Practice	Winfred Porter, Denise Reed, Ivette, Figueroa, Ty Thompson	4/30/2019	College Board Training, Khan Academy PLCs, Content-Specific PLCs	

School Improvement Plan (SIP)

School Name   Taravella, J.P. HS (2751)

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
The Creative Classroom	Thursday	1st	9/6/2018 - 5/3/2019	1:00 PM - 2:00 PM	9, 10, 11, 12
Tech Breadcrumbs	Thursday	1st	9/6/2018 - 5/3/2019	1:00 PM - 2:00 PM	9, 10, 11, 12
Team ESE	Thursday	1st	9/6/2018 - 5/3/2019	1:00 PM - 2:00 PM	9, 10, 11, 12
Recordex-ers	Thursday	1st	9/6/2018 - 5/3/2019	1:00 PM - 2:00 PM	9, 10, 11, 12
Reading Dept. PLC	Thursday	1st	9/6/2018 - 5/3/2019	1:00 PM - 2:00 PM	9, 10, 11, 12
JPT Positive PR	Thursday	1st	9/6/2018 - 5/3/2019	1:00 PM - 2:00 PM	9, 10, 11, 12
JPT LAPC	Thursday	1st	9/6/2018 - 5/3/2019	1:00 PM - 2:00 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
JPT Equity	Thursday	1st	9/6/2018 - 5/3/2019	1:00 PM - 2:00 PM	9, 10, 11, 12
Guidance Group	Thursday	1st	9/6/2018 - 5/3/2019	1:00 PM - 2:00 PM	9, 10, 11, 12
Geometry through Technology	Thursday	1st	9/6/2018 - 5/3/2019	1:00 PM - 2:00 PM	9, 10, 11, 12
Forensic Science Sleuths	Thursday	1st	9/6/2018 - 5/3/2019	1:00 PM - 2:00 PM	9, 10, 11, 12
ELA Today	Thursday	1st	9/6/2018 - 5/3/2019	1:00 PM - 2:00 PM	9, 10, 11, 12
Canvas Conquerors B	Thursday	1st	9/6/2018 - 5/3/2019	1:00 PM - 2:00 PM	9, 10, 11, 12
Canvas Conquerors A	Thursday	1st	9/6/2018 - 5/3/2019	1:00 PM - 2:00 PM	9, 10, 11, 12
Algebra Team	Thursday	1st	9/6/2018 - 5/3/2019	1:00 PM - 2:00 PM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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
09	826	24.60	16.30	24.50	26.80	25.90
10	857	21.10	12.50	19.30	31.60	23.60
11	827	28.40	8.80	28.30	17.80	23.00
12	739	31.10	5.10	13.70	6.20	12.20

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

The RTI (Response to Intervention) process is a academic intervention strategy that is employed to improve the academic performance of students. First, all teachers are expected to implement Tier 1 academic strategies for their assigned students. If and when these Tier 1 strategies are deemed ineffective bcause the student continue to be unsuccesful then the student/s are referred to their individual school counsellors. The counselor communictate with the students instructors to monitor and collect information about the students academic performance. The school counsellor will then make the determination to recommend peer support from a successful instructor or submits an academic referral for the student to the RTI team. Subsequently the RTI team meets to determine more specific Tier 2/3 acdemic strategies to be implemented and monitored. The school counsellor will be the case manager assigned to monitor and report the impact of the acadamic intervention/acccomodation.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/12/2018 - 5/29/2019	9:20 AM - 10:50 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
2018_19-SAC-Meeting-Schedule.pdf	November	SAC ByLaws	11/2/2018
Oct_17_2018.pdf	October	Monitored	11/2/2018
SAC-Composition.pdf	September	SAC ByLaws	11/2/2018
Sept-SAC-agenda-9_12_18.docx	September	SAC ByLaws	11/2/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
5	522	52 of 77	3	144	287

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 we will focus on the areas of Literacy and Mathematics. We are concerned with our students performance in both areas because they are graduation requirements.

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?

JP Taravella was 52nd ranking overall in our SES Band. In the content area of English Language Arts 52% of 9th and 10th graders scored satisfactory or higher ; 49% of students made learning gaines and 42% of students in the lowest 25% made gains as measured by the Florida Standards Assessment. In order to improve teaching and learning professional developement on accountable talk strategies will be delivered to teachers and implement in instruction. A school-wide aligned instructional focus calendar based on the ELA standards will be followed across curriculums.

In the area of Mathematics, 37% of our students scored satisfactory or higher, 36% of students made learning gains, and 36% of the students in the lowest 25% made gains as measure by the End of Course Exam in Algebra 1. Accountable talk strategies will be used in working through and solving math problems. An after school tutoring program as well as Twilight school for students who need credit recovery will be provided for remediation.

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

During the 2018-2019 school year our focus is to continue improving our reading assessment proficiency level. To accomplish this we focus on the Reading and the English Language Arts classes. Students are given supplemental instruction in Saturday school reviews, ESOL and afterschool tutoring.
Teachers implemented an instructional focus calendar, assessed the students using mini-assessments following the Curriculum, Assessment, Remediation, Enrichment (CARE) cycle, and monitored student achievement.   All other departments will teach their content specific curriculum while using strategies that support the ELA standards focused on the instructional focus calender. The RTI group will identify struggling students, design interventions and monitor the students progress.

For the 2018-2019 school year our focus will be to increase improve our English Language Arts Proficiency level from 52% to 54%.and our Mathematics EOC proficiency rate from 37% to 39% We will accomplish this by using common planning periods where instructional focus calendars alligned to the tested benchmarks. Teachers will create common mini-assessments with questions designed by using the Florida Department of Education Test Item Specifications.   After each test the data will be complied and analyzed. Data chats will be conducted. Teachers will conduct in class remediation with students who performed poorly on the assessments.

In addition, after school remediation sessions will be conducted for EOC tested subjects. The content of the remediation sessions will be developed using data compiled from mini- assessments and aligned to the instructional focus calendars. Students in math classes will receive direct instruction on how to utilize literacy skills to maximize their scores on the EOC Performance Tasks. Students will receive practice performance tasks. In addition, students will receive quarterly assessments to monitor their progress. The use of MathNation, Khan's Academy, and Vocabulary.com will be used to provide supplemental instruction.

Students who continue to struggle with the content in English Language Arts and Mathematics after repeated remediation sessions will be referred to the Child Study Team for intensive academic interventions and monitoring.

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

Progress Monitoring data is collected quarterly by Language Arts teachers based on the assessment schedule located in the district-approved Pathways curriculum. In addition, PSAT data is analyzed and instruction is revised based on the results.

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

Level 1 students in 9th and 10th grades are placed in a remedial reading class along with an English class. Level 2- 9th and 10th graders are scheduled with specific highly qualified teachers in English as well as World History in order to receive literacy instruction. Both levels receive literacy skills instruction on a daily basis. Additionally, the Literacy Coach works closely with these teachers to monitor progress and ensure effective strategies are in place to maximize growth.

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)?

Lesson plans are reviewed by teachers and departments at least bi-monthly by grade level teams. They plan together during their common planning time as well. Department Chairs and Administrators oversee the process to ensure compliance and make any recommendations that would further support effective design and delivery of curriculum.

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

Administration regularly conducts walkthroughs in classrooms, providing both positive feedback and constructive criticism as needed. Teachers are referred to the Literacy Coach for additional support when it is determined that such support would be beneficial to student achievement.

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?

ELA and Reading- Our English students use the District Adopted and approved Collections Series. Our students enrolled in the Reading classes are using the Edge Series. We use Achieve 3000, Vocabulary.com, Khan Academy, and Newela technology based programs as well. Sets of classroom novels are available for check out through our bookroom for use in classroom instruction. English Language Arts teachers have

divided these novels by grade level, based on themes. The novels cover a variety of genres, including both informational and literary text.

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

J.P. Taravella ensures that students are developing their social and emotional skills by providing multiple mentoring programs, such as Personalization for Academic and Social-Emotional Learning (PASL), Mentoring Tomorrow's Leaders (MTL), Peer Counseling, and Future Leaders Engaged in Educaitonal Knowledge (FLEEK). In addition, all teachers underwent basic Equity training conducted by our Equity Liaisons. Finally, all School Counselors rotate through grade level specific study halls to provide these supports to students, as well as all staff having access to referring our students to Family Counseling and our Social Worker.

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

Students are explicitly taught these standards through School Counselor visits to grade level specific study halls to teach standards such as self-management and awareness. Students are also taught these skills during conflict mediation, whether with Behavior Specialist, School Counselor, or Peer Counselor. These standards are also integrated into the school through teachers taking time to address these issues, whether individually in student conferences or to their classes. Also, teachers are expected to create positive, inclusive environments, understanding student perspectives and realities that they bring in with them to school each day, based on the introductory Equity training.

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

Students are benefitted by the school's policies and practices because all students are introduced to key staff members at the beginning of the year, all teachers received the Equity Training and how to refer students for more specialized support (such as Family Counselor, RTI, Social Worker, School Counselor), and all students have the ability to participate in any of the SEL programs offered on campus. In additon, students are consistently referred to these extra supports and services provided on Campus. In this way all students are receiving some level of support based on their need. It is also important to note that all students have been informed about our Crisis Text Line, which gives students immediate access to a support person. The Crisis Text Line information is also printed on every student's identification card that they are mandated to wear every school day.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
Implementation of Write Score for specific feedback and remediation strategies	Deb Johnson, Catherine Gonzalez, Jen Bard	5/1/2019	Training on how to utilize Write Score as part of effective classroom instruction	$7,000.00