

School Improvement Plan (SIP)

School Name Anderson, Boyd HS (1741)

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
Boyd Anderson PLC Sessions	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	7:10 AM - 7:40 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)
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Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
09	599	13.40	24.90	37.60	38.60	32.70
10	513	14.00	20.90	16.60	48.30	24.20
11	432	14.80	12.50	12.30	29.60	11.60
12	406	11.60	13.30	5.90	18.00	6.90

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

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

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th, 5th	9/17/2018 - 5/20/2019	1:30 PM - 2:40 PM
Monday	1st, 2nd, 3rd, 4th, 5th	9/17/2018 - 5/20/2019	1:30 PM - 2:40 PM

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th	8/20/2018 - 5/20/2019	1:30 PM - 2:40 PM
Monday	1st, 2nd, 3rd, 4th, 5th	9/17/2018 - 5/20/2019	1:30 PM - 2:30 PM
Monday	1st, 2nd, 3rd, 4th, 5th	8/27/2018 - 5/20/2019	1:30 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-DATES-FLYER-1819.pdf	November	A+ Funds	11/6/2018
SAC-Departmental-Presentations-2018-19.docx	November	A+ Funds	11/6/2018
SAC-ByLaws.pdf	October	SAC ByLaws	11/6/2018
SAF-Bylaws.doc	October	SAF ByLaws	11/6/2018
SAF.Oct16.Agenda.Minutes.SigninSheets.pdf	October	A+ Funds	11/6/2018
SAC.Oct16.Agenda.Minutes.SigninSheets.pdf	October	A+ Funds	11/6/2018
BA-SAC-Composition-18-19.pdf	November	Developed	11/1/2018
SAF.Sept25.Agenda.Minutes.SigninSheets.pdf	October	A+ Funds	10/4/2018
SAC.Sept25.Minutes.Agenda.SigninSheets.pdf	October	A+ Funds	10/4/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
2	414	27 of 29	32	118	236

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

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

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

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

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

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

School-level progress monitoring data is collected via FAIR testing, Achieve 3000,

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

To ensure fidelity of students not progressing towards school and district goals, a tracking system is in place. Support staff and guidance counselors track students' grades, attendance, and most importantly collaborate with teachers. For students in special programs such as Exceptional Student Education and English Language Learners, support staff create and follow a individualized plan to help those students succeed in academics.

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)?

Classroom instruction is accessible to the full range of learners using Universal Designs for Learning by using a variety of teaching strategies. Teaching strategies that are recommended include lessons with differentiation that will meet the learning needs of all students regardless of learning style. Accommodating classroom furniture is also imperative to accommodate students who may have a physical challenge.

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

To ensure Tier 1 standards-based classroom instruction is being implemented properly, staff is given professional development by district staff. General education teachers and coaches are invited to Collaborative Problem Solving Team meetings to correspond with proceedings. Administrators monitor tier 1 classroom based classroom instruction by conducting frequent classroom walkthroughs.

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

The core text includes but are not limited to Collections series for English, Learning Ally, Achieve 3000, Khan Academy, and PSAT and SAT materials. These are a combination of software and tangible texts to ensure success of all students.

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

We have implemented Advancement Via Individual Determination (AVID) in grades 9, 10, and 11 as well as Personalization for Academic and Social Emotional Learning (PASL) in grade 9. Cobra Talk is also an initiative that will be implemented this year to support students social involvement. Each of these programs monitor student social and emotional well being.

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

Self-Awareness, self-management, responsible decision-making, relationship skills, and social awareness are the five competencies to SEL. At Boyd Anderson we implement various programs to ensure we are meeting students' social emotional learning needs. Cobra Talk is a student led initiative in which identified and trained student leaders meet with students to discuss any concerns students may have. These concerns may be academic, social, or emotional. This process is monitored by a school counselor. A classroom strategy teachers implement is collaborative groups which foresee students to work together to support and reinforce skills.

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

Self-Awareness, self-management, responsible decision-making, relationship skills, and social awareness are the five competencies to SEL. At Boyd Anderson we implement various programs to ensure we are meeting students' social emotional learning needs. Cobra Talk is a student led initiative in which identified and trained student leaders meet with students to discuss any concerns students may have. These concerns may be academic, social, or emotional. This process is monitored by a school counselor. A classroom strategy teachers implement is collaborative groups which foresee students to work together to support and reinforce skills.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Professional development and PLCs will be conducted to ensure that school goals are met.	Administrators	6/4/2019	Continuous professional development will take place on teacher work days on Canvas, Khan Academy, Cornell Notes, and Achieve 3000.	

School Improvement Plan (SIP)

School Name Blanche Ely HS (0361)

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
	Thursday	1st	8/14/2018 - 5/9/2019	12:30 PM - 2:45 PM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
09	578	24.70	12.50	25.80	37.40	26.60
10	610	30.70	8.40	28.20	35.40	29.80
11	468	34.00	4.10	21.40	34.20	24.80
12	458	39.10	4.40	10.00	1.10	9.60

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

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RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 3rd	8/23/2018 - 5/23/2019	8:00 AM - 1:00 PM
Thursday	1st, 3rd	8/23/2018 - 5/23/2019	8:00 AM - 1:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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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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Accountability Funds.

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF-Agenda_Sign-1Q.pdf	October	A+ Funds	10/31/2018
Screen-Shot-2018-10-26-at-4.10.33-PM.png	October	A+ Funds	10/26/2018
SAC-Comp_Bylaws_Agendas_Sign-in.pdf	October	A+ Funds	10/26/2018
2018-2019-SAC-Dates.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
2	456	25 of 29	3	97	194

School Improvement Plan (SIP)

School Name Cooper City HS (1931)

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
Algebra 2/AP/Upper Level Math	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:45 PM	9, 10, 11, 12
Environmental Science	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:45 PM	9
Biology	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:45 PM	9, 10
CTE	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:45 PM	9, 10, 11, 12
ELA 12	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:45 PM	12
ELA 11	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:45 PM	11
ELA 10	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:45 PM	10

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ELA 9	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:45 PM	9
ESE	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:45 PM	9, 10, 11, 12
Fine Arts	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:45 PM	9, 10, 11, 12
Geography	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:45 PM	9
Guidance	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:45 PM	9, 10, 11, 12
Algebra 1	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:45 PM	9, 10
JROTC	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:45 PM	9, 10, 11, 12
PE	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:45 PM	9, 10, 11, 12
World History	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:45 PM	10, 11, 12
World Language	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:45 PM	9, 10, 11, 12
US History	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:45 PM	11, 12
Chemistry	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:45 PM	10, 11

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Marine Biology	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:45 PM	10, 11, 12
Geometry	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:45 PM	9, 10, 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)

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Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
09	620	9.70	8.10	8.50	9.50	7.70
10	575	17.60	6.80	6.60	11.80	8.50
11	583	24.90	4.10	9.80	7.20	8.70

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
12	601	41.90	4.80	10.60	0.30	10.00

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

Multi-tiered system of support (Mtss)

Early Warning Indicators

I. Teacher identifies and reports patterns of behavior, to the respective School Counselor, in the areas of:

- i. Social skills
- ii. Productivity/Organization
- iii. Adjustment
- iv. Attention
- v. Conduct
- vi. Physical Health

II. Rti Team reviews:

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

III. Intervention Options:

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

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

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

- a. Reading- NewsELA
FAIR
Improving Reading Classes
English 4 for College Readiness
- b. Math- Double Block Math Classes
Math College-Ready

- c. Behavior- Mentoring
 - Individual Contract
 - Weekly Check in/out (designated support staff member)
 - Functional Behavior Assessment (as needed).
- 3. Tier 3 - Highly individualized strategies (may include special education)
- a. Reading- Enrichment/Remediation Camps
 - Pull-out
 - Small Groups
 - Push-in
- b. Math- Enrichment/Remediation Camps
 - Small groups
 - Push-in
- c. Behavior- Daily check- in/out w/AP, Social Worker, Counselor, and other support staff

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/21/2018 - 5/28/2019	9:00 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.	

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
1931CustomerService.pdf		10/18/2018

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
August-SAC-Meeting.pdf	August	Developed	10/25/2018
SAC-Composition-2018-2019.pdf	September	Monitored	10/25/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Bylaws-2018-2019.pdf	August	SAC ByLaws	10/25/2018

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
8	664	15 of 33	3	94	188

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 content areas focus for improving student achievement are as follow: Language Arts, Math, and Science.

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

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

- Marzano’s “Scales and Learning Goals”
- Gradual Release of Responsibility Model (GRRM)

- Explicit Vocabulary Instruction (Word Recognition and study)
- Explicit Reading Instruction through Close Reading Strategies
- Progress Monitoring and Data Chats
- Differentiated Instruction

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

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

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

Through the Curriculum, Assessment, Remediation, and Enrichment (CARE) cycle within each department are common assessments, performance learning scales, data chats and scaling up BEST practices which all impacts student achievement. Each department is to analyze the results of their common assessment student performance results (PSAT, SAT, PERT, EOC and Strands) and align their next step based on the areas of weakness found. Depending on the assessment, data is collected from monthly to annually.

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

Strategies are implemented with fidelity through bimonthly Curriculum Council meetings whereby the Curriculum, Assessments, Remediation, and Enrichment (CARE) process is discussed within each department and at each PLC meeting. Students that need additional support are identified by the Rti process and supports initiated. Classroom teachers have data chats with students in collaboration with the school counselors, administration and other support staff.

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 authentic Professional Learning Communities (PLC) collaborate to ensure that there is a cycle of curricular alignment to standards, purposeful lesson presentation, common assessments and progress monitoring followed by reflection practices. In addiotion, we scale up best practices by sharing proven educational practices with fellow teachers through cross curricular instruction.

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

All students receive high quality, differentiated, culturally responsive core academic and behavioral instruction through the general education program. It is designed to meet the needs of and ensure positive outcomes for a minimum of 80% of all students. We hold bimonthly curriculum council meetings to monitor overall student progress, identifying students who need additional support through Rti and initiating those supports. In addition, teachers collaborate in authentic professional learning communities monitoring data and developing enrichment/remediation material for current state 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?

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

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

Cooper City High utilizes multiple initiatives in order to implement Social Emotional Learning skills including: HOPE Club – On a weekly basis, HOPE focuses on the emotional needs and challenges of all students within our school. This club provides support for students and provides young adults with strategies to identify the signs of those who may need help and who to contact in the event students recognize that their classmates may need assistance.

Road to Success program – Road to success focusses on providing support to our African American students who struggle academically with a GPA below a 2.0, and providing those students with both adult and peer mentoring as well as academic tutoring. This initiative assesses students to determine where they are, then provides the appropriate support ranging from academic support for GPA graduation requirements, meeting community service hours, providing tutoring for high stakes assessments, and teaching students about advocating for themselves.

Reaching Success Together (RST) Club – RST is an extension of the road to access by providing peers to students who would benefit from role models as examples of appropriate academic and behavioral expectations. RST students strategically peer with students based on their individual needs, then asked to check-in and make weekly contact with their mentees for mentorship and support.

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

SEL in the classroom takes shape in a variety of ways. It is promoted through explicit instruction, often using an evidence-based program, and should also be integrated across classroom instruction and academic curriculum. SEL plays an important role in classroom climate—for example, how teachers build relationships with students, how students build relationships with each other, and how conflict and discipline are addressed.

Another critical element of classroom SEL is the interaction of teachers and students with parents and community members. This includes parent-teacher interactions, service-learning opportunities, and partnerships with community organizations. SEL, when it's most effective, is part of daily classroom life where teachers use everyday instruction to foster positive working relationships, increase student engagement, and model constructive behaviors.

Start the day with a check-in.

Make it a goal to start each day with a personal connection. It doesn't need to be a time-consuming or elaborate procedure. It could be as simple as giving a warm greeting to welcome each person as they arrive in the morning.

Work in partnerships.

Give kids lots of opportunities to work with partners. Working with a partner helps kids learn to cooperate and builds community in your classroom. Alternate between strategically assigning partnerships and allowing kids to make their own choices.

Teach them how to work in a group.

Being able to work in a group setting is an important life skill. Students will learn how to negotiate with others, develop leadership skills and figure out their own strengths so they can best contribute to the group.

Create a special place in your classroom for kids to take a break when they are upset or angry or need to calm themselves. This space should have a peaceful atmosphere and might include comfy pillows to sit on, noise-canceling headphones, a fish tank, journaling materials, calming images and/or books about peace.

Practice lots of role-play.

Sometimes you have to put yourself in someone else's shoes to truly understand a situation. Taking time to role-play tricky or troubling situations that show up in your classroom helps kids develop empathy and understand other people's feelings. For example, it's a great strategy to use when discussing bullying. Read

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

Our aim is to have all students at our school meet their academic and personal goals, while being able to use critical thinking skills and global thinking to guide their decision-making processes. We want our students to be equipped with skills that allow them to be socially aware and use positive relationship skills while being self-aware, exhibiting self-management and making responsible decisions. These goals will be supported by the training of staff and students in SEL competencies and the implementation of activities that support these and create an improved social and emotional culture in the school.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Collaborating with fellow schools, enrichment camps, & Professional Learning Communities	Department Chairs		Collaborative work & summer staff development.	We will spend \$10,000.in accountability funds: a portion goes to teacher salary for enrichment camps, TDA for teacher training, & summer staff development.

School Improvement Plan (SIP)

School Name Cypress Bay HS (3623)

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
3623 ELA 10	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	10
3623 Math 2 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 ELA 9	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9
3623 Behavior Specialist 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	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
3623 US History 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 ESE Team B 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 Chemistry/PhySci/Foren 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 Philosophy SS 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 World History 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 Math PLC 3 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 CTE/JROTC Team B 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	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
3623 Bio/AN/Marine 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 LA Electives 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 Levels 1-4 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 Intra-Disciplinary 9-12	Monday Tuesday Wednesday Thursday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 Environmental 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 ESE Team C 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 Math 5 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	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
3623 ESE Team A 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 CTE/JROTC Team A 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 AICE English Language 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 Fine Arts 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 PE 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 Reading 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 Math PLC 4 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	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
3623 Guidance 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 ELA 11	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 Math PLC 1 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 ELA 12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 US Government 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 AICE WL 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	11:45 AM - 2:45 PM	9, 10, 11, 12
3623 AP WL 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	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
3623 AP AICE SS 9-12	Monday Tuesday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	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)

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	1160	6.60	2.50	12.80	8.00	6.70
10	1267	8.10	3.20	9.70	8.10	5.60
11	1179	14.20	2.10	20.20	1.50	8.10

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
12	1210	21.20	3.60	11.10	0.60	6.60

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

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

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

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	10/9/2018 - 5/21/2019	7:40 AM - 2:45 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
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
SignIn10_09.pdf	October	A+ Funds	10/26/2018
SACComposition1819.pdf	October	A+ Funds	10/25/2018
SignIn0912.pdf	October	A+ Funds	10/25/2018
SAC-Meeting-Dates.docx	October	A+ Funds	10/25/2018
SAC-Agenda-091218.docx	October	A+ Funds	10/25/2018
SAC-MInutes-9-12.docx	October	A+ Funds	10/16/2018
SAC-Agenda-100918-.docx	October	Monitored	10/16/2018
SACByLaws1819.pdf	October	SAC ByLaws	10/16/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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	740	5 of 27	56	67	133

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 presented in the SES Band Data, the focus for improvement will be to address the lowest 25 percent in reading and math. Curriculum mapping proceeded the start of our school year and allowed detailed planning to create a plan of instruction to include remediation and acceleration in our courses. Some students identified as the lowest 25% with deficiencies in reading/math have been scheduled into additional classes for reading and/or math support. Our PASL initiative has been implemented into our study halls providing social-emotional aid for some of the student population based on various needs. It was important to focus on this segment of Cypress Bay, because it is our goal to provide opportunities for all students to achieve.

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

To ensure BEST Practices are implemented, PLC communities will be the vehicle in which we will scale-up teaching and learning strategies in order to increase performance. Our PLCs will be trained in Social Emotional Learning and how to embed this learning into the classroom to provide students with a positive and safe learning environment.

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

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

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

- School-wide Professional Learning Communities will focus on Marzano's High Yield Instructional Strategies and the sharing of "Best Practices" to improve student achievement in reading and math.
- After School Tutoring Program, (SELA - Success in English Language Arts & Math Works!) which is a whole child approach to increasing student achievement in all content areas by fostering a safe learning environment that will address study skills, effective time management, and tutoring.
- Parent Workshops on various topics to support our parents and students throughout the school year. Seminar Topics: "Student Success Strategies: AP, PSAT, FOCUS and More," and "Financial Aid: What's New and What to Do?" and "Building a Bright Future Through Opportunities."

School-wide Professional Learning Communities will integrate high yield Marzano Instructional Strategies, share Best Practices, implement writing-based assessments, and participate in Social Emotional Learning training. The Personalization and Social - Emotional Learning (PASL) program will be expanded to include four core PASL study halls and 15 regular PASL study halls. The program will provide mentoring for students identified as at risk. The PASL committee will meet biweekly to assess progress, reflect, and refine the program.

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

Professional Learning Communities will collaborate on standards-based instruction and create common assessments which will be collected and analyzed. The results will be used in the PLC to make adjustments and changes as needed to the curriculum. PASL data will be collected via a File Maker Pro database and analyzed for progress.

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

Students who are identified as at risk have been scheduled into additional math or reading courses, assigned to PASL study halls or Core PASL study halls. PASL study halls are monitored by teachers, administrators, and guidance counselors. Supplemental interventions include after school tutoring as well as Biology, U.S. History, and mathematics EOC workshops. Online support strategies include Naviance, Khan Academy, NewsEla, Vocabulary.com, Achieve 3000, Reading Plus, and Math Nation as well as Canvas course usage.

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 use of Universal Designs for Learning is intended to personalize the approach to learning by addressing the unique learning styles of individual students. The use of Professional Learning Communities is a resource for sharing Best Practices and presenting Adult Learning to its participants that will offer varied methods of pedagogy to integrate into classrooms. The creation of each teacher's Deliberate Practice Plan also presents a challenge to classroom instruction by addressing areas of improvements.

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

Professional Learning Communities are created based on common content areas in order that participants share their Best Practices in teaching in a standards-based classroom. Curriculum mapping is annually conducted prior to the beginning of the school year in order to modify and present the course standards in a logical and rigorous manner.

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 textbooks are available to students through Broward County Schools' online Single Sign On (SSO) and via hard copy either by distribution to students or class sets. Canvas has been instituted in courses providing instruction and resources in student courses. Additional assets can be found through Khan Academy, NewsEla, Math Nation, Vocabulary.com, Achieve 3000, Light Speed Campus Library, and Naviance which ensure that literary and informational text is accessible to all students.

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

Social and Emotional Learning Standards have been incorporated on a school-wide basis via study hall periods. A variety of presentations such as Violence Prevention and Naviance have been included so far this year with additional seminars to promote Cypress Bay High School's commitment to the development of social Emotional Learning. The PASL program is also a major component of our Social Emotional Learning goals and is distributed throughout the study hall periods to identified at risk students. The PASL program includes attendance and grade monitoring, organization and study skills improvement, self-assessments for personal growth, guidance presentations, tutoring, field trips, and student goal setting.

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

The five competencies include self-awareness, self-management, responsible decision making, relationship skills, and social awareness are addressed in a multitude of strategies from the Professional Learning Communities, RtI Committee, Guidance Plan, Behavior Plan, and PASL study halls as well as Core PASL study halls. The dedication of Cypress Bay's faculty and staff to building positive relationships with our students and promoting an environment suitable for learning is unwavering.

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

Social Emotional Learning practices have been disseminated through the study hall periods to reach the maximum number of students. Presentations, formalized and targeted activities, PASL study hall groups, and increased monitoring of at risk students have been implemented to support the social emotional needs of our students.

Strategies & Activities

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Strategies	Persons responsible	Deadline	Professional Development	Budget
PLC communities, SEL training, Best Practice, community events, tutoring, camps	department heads, administration, and PLC leaders	5/30/2019		\$50,000.00

School Improvement Plan (SIP)

School Name Deerfield Beach HS (1711)

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
17111_Guidance_9-12	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_ESE PASS_9-12	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_ESE Support_9-12	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_CTE_9-12	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_CBA_9-12	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_World Language_9-12	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_US History_11	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	11

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
1711_World History_9-10	Thursday	1st	9/6/2018 - 5/9/2018	12:30 PM - 2:30 PM	9, 10
1711_ESE_9-12	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_PE/ROTC_9-12	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_AP/IB_World Language	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_Environmental Science_9-10	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	9, 10
1711_College Readiness_9-12	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_Libral Arts Math_9-12	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_Reading B_11-12	Thursday	1st	9/6/2018 - 5/9/2018	12:30 PM - 2:30 PM	11, 12
1711_Reading A_9-10	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	9, 10
1711_ESOL_9-12	Thursday	1st	9/6/2018 - 5/9/2018	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_AP/IB_English	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_English_A_11-12	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
1711_English_B_10	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	10
1711_English_A_11-12	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	11, 12
1711_Chemistry_10-12	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	10, 11, 12
1711_Business 9-12	Thursday	1st	9/6/2018 - 5/9/2019	2:30 PM - 12:30 PM	9, 10, 11, 12
1711_Biology_9-12	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_Arts Electives_9-12	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_AP/IB_Social Studies_9-12	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_Algebra 1_9-12	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	9, 10, 11, 12
1711_Geometry_9-12	Thursday	1st	9/6/2018 - 5/9/2019	12:30 PM - 2:30 PM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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	641	27.50	24.80	30.30	31.80	32.80
10	686	30.00	17.90	34.70	27.80	33.50
11	633	28.80	6.80	25.90	9.50	17.10
12	607	46.60	8.90	14.30	10.20	18.80

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

At Deerfield Beach High School, our Response to Intervention Team includes grade level Assistant Principals, our school Social Worker, our School's Psychologist, our ESE Specialist, and our Literacy Coach. We meet weekly or more often to assist our students with their academic and social emotional needs. We use mentors, Behavior Plans, Academic Progress Reports, and Tutoring for interventions. Our school Social Worker meets regularly with our most At-Risk students. Our school counselors meet with our students who require assistance. Our school's psychologist is available to assist with any extra testing that might be necessary.

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Deerfield-HS-SAC-Composition.pdf	November	Monitored	11/2/2018
SAC-SAF-September-Sign-In.pdf	September	Monitored	10/23/2018
SAC-SAF-August-Sign-In.pdf	August	Monitored	10/23/2018
SAC-SAF-September-Agenda2018.docx	September	Monitored	10/23/2018
8-27-18-SAC-SAF-Minutes.docx	August	Monitored	10/23/2018
SAC-August2018Agenda.docx	August	Monitored	10/23/2018
DBHS-bylaws---SAF.pdf	August	SAF ByLaws	10/23/2018
SAC-Bylaws.pdf	August	SAC ByLaws	10/23/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	528	27 of 56	-528	140	280

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?

At Deerfield Beach High School, we will provide staff development in specific strategies to improve instruction and student learning for our students in the lowest quartile for our Reading and Math teachers. We will also participate and carefully monitor the activities and data of our Professional Learning Communities. We will also use collaborative assessments and work harder to provide effective feedback to both teachers and students. Classroom Walk-throughs will be conducted through our Reading Across Content Area Classrooms (RACC) and regularly scheduled Classroom Walk-throughs are scheduled for classes not participating in RACC. Quarterly data chats will be conducted by Content Area Assistant Principals. Reading teachers and Administrators will also conduct student data chats

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

As we are focusing on improving the student learning gains in ELA, Algebra 1, and Geometry, we will provide Learning Station Training for our Intensive Reading Teachers and Math and Literacy Training for Algebra and Geometry Teachers. Reading Teachers will utilize the Assessment tools in the Achieve 3000 Program to monitor student progress in ELA standard mastery. Small Group instruction through Learning Stations will be a component of every Reading class. English teachers will collaborate with Reading teachers to monitor Junior and Senior activities on Khan Academy.

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

Florida Assessments for Instruction in Reading (FAIR) –Beginning, Middle, and End of Year.
Achieve 3000 Level Set- Beginning, Middle, and End of the Year.

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

Our Response to Intervention Team (RTI) has provided training to assist teachers with implementing Tier 2 and Tier 3 Interventions. They meet every Tuesday to assess, monitor, and manage RTI referrals on BASIS. Deerfield Beach High School has a plethora of Extended Learning Opportunities for students not progressing towards school and district goals. For example, we have Saturday School, the YMCA After-School Program, and English Language Learner Camp.

We also have several Mentorship Programs such as Investing in Women's Future (IWF), Mentoring Tomorrow Leaders (MTL), and the College and Career Readiness Mentoring Group. Our School Counseling Department assists students with their Social and Emotional needs.

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)?

To ensure that all classroom instruction is accessible to our diverse population of student learners, we utilize differentiated instruction, ELL Learning Strategies, and ESE Learning Strategies. We have a full range of English Language translation dictionaries. We also make effective use of our PLC's to build the capacity of instructional design for all teachers.

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

Our administrators conduct regular walk-throughs and observation using the I-Observation tool. Feedback is given after walk-throughs or observations. Our department chairs assist teachers with lesson planning through their PLC's

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.

Algebra I and Geometry- Larson Algebra I and Hold McDougal Geometry. Each student at Deerfield Beach High is provided a math textbook for their course. Students are provided with additional workbooks to supplement their math skills. Teachers use project based learning to show the students a real world perspective to the mathematics they are learning. Students use computer based instruction on a weekly basis to prepare for the EOC exams and to research and design projects. Teachers use the internet and videos to enhance the mathematical learning.

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

At Deerfield Beach High School, we implement the Broward County Public Schools Social and Emotional Learning Standards through direct instruction, school clubs and activities, SEL assemblies, school counseling, and mentoring.

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

Social Worker and Family Counseling
 YMCA, Upward Bound, and College Tour Programs (Tutoring and College Readiness Support)
 3-6-9 Plans (Teachers meet with students every three weeks to discuss grades, attendance, and behavior)
 Leadership Class
 Student Government
 Gaming Club (Student Interaction)
 Debate (Student Communication)
 SEL Assemblies
 Athletics

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

- 1. PASL – Personalization for Academic and Social Learning**
- 2. MTL – Mentoring Tomorrows Leaders**
- 3. IWF – Investing in the Women of the Future**
- 4. YMCA/21st Century afterschool program**

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Khan Academy	Charlotte Jackson	5/1/2018	Khan Academy for Reading Teachers	
YMCA Math Tutoring	Inez McNair and Charlotte Major-Shipman	6/1/2018		
Interactive Word Wall	Charlotte Jackson	12/30/2018	Interactive Word Wall Training	

Strategies	Persons responsible	Deadline	Professional Development	Budget
Monitoring of SAT and ACT Fee Waivers	Charlotte Jackson	5/1/2018		
Achieve 3000 Usage	Charlotte Jackson	6/1/2018	Training on Achieve 3000	
Kuta Software	Robert Snow	6/1/2018		
Literacy in Math	Charlotte Jackson	10/4/2018	Two Column Note Taking	
Learning Stations	Charlotte Jackson	6/1/2019	Learning Station Training	

School Improvement Plan (SIP)

School Name Dillard 6-12 (0371)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
All 8 Dillard 6-12 PLC Meeting Dates	Thursday	1st	9/6/2018 - 4/4/2019	12:15 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)
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Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
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07	129	22.50	32.60	17.10	48.10	35.70
08	171	32.20	25.70	23.40	62.00	44.40
09	530	33.20	21.70	26.40	34.90	35.10
10	530	36.20	18.70	21.10	35.10	30.60
11	388	37.60	13.70	33.00	10.30	28.40
12	392	51.00	6.10	7.90	2.80	11.20

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

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

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

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Friday	3rd	9/14/2018 - 5/17/2018	8:30 AM - 12:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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
0371_SACComposition.pdf	November	None	11/2/2018
0371_SAFAgendaMinutes_101718.pdf	October	None	10/29/2018
0371_AgendaMinutesSignIn_101718.pdf	October	Monitored	10/29/2018
September-Agenda-and-Minutes.pdf	October	Monitored	10/21/2018
SAC-SAF-Meeting-Schedule.pdf	October	Monitored	10/21/2018
Student-Survey-(Middle-and-High).pdf	October	None	10/19/2018
Parent-Survey.pdf	October	None	10/19/2018
Staff-Survey.pdf	October	None	10/19/2018
SAC-ByLaws.pdf	September	SAC ByLaws	9/13/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

Goals

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

Reading is a continued area of focus for improving student achievement. A strategic plan to impact literacy performance by developing student ability to read and comprehend complex literary and informational texts independently and proficiently is a state and school goal. As evidenced in our Reading Diagnostic Assessment, 70% of the tested students need explicit reteaching or are considered “bubble” students in their preparedness to meet college and career readiness goals of reading and comprehending texts independently and proficiently. Only 17% of our tested students in grades 6-10 are performing at or above proficiency.

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

To improve teaching and learning by providing high-quality instruction, the Literacy Department developed an intensive review schedule to target individual classroom instruction with standards aligned resources supporting a common instructional focus calendar (IFC). Within Professional Learning Communities (PLCs), teachers analyze Common Form Assessment Data (CFA) to realign instructional delivery for targeted standards. The CFAs are administered every two weeks in coordination with the English Language Arts IFC. This data analysis also results in reinforcement learning opportunities, during the instructional day, being created for the purposes of remediation and enrichment.

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

To ensure a standards-focused lesson implementation, the school-based literacy coach will design and model reinforcement lessons for the ELA department. In addition, the literacy coach will share and model high-impact instructional strategies for content area teachers to support the school learning goals via monthly team or department meetings and during the weekly leadership meetings. These strategies include implementing a blended learning environment, increasing student engagement, and standards-based instructional strategies.

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

Common Form Assessments are administered every 2-3 weeks based on the instructional focus calendar. It is imperative that the curriculum, instruction and assessment. The data is compiled and reviewed by the literacy coach and the administrative team during the weekly leadership meetings. Using the District C.A.R.E (Curriculum, Assessment, Remediation, Enrichment) Cycle as the guideline, the data collected is used to:
Remediate: Peer tutoring, Remediation, student data chats, reteaching, additional practice, instructional technology such as Learning Ally, USA Test Prep and CommonLit.org, FloridaStudents.org
Enrich: Student mentor roles, project- based learning, extension activities, instructional technology such as NEWSELA, CommonLit.org, CPALMS and FloridaStudents.org.

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

Students are placed in accordance with the district intensive reading placement chart and use the adopted curriculum. The core curriculum provides, modeled reading and writing, shared reading and writing, guided reading and writing, independent reading and writing. In addition, Common Lit.org, Achieve 3000, USA Test Prep, and NewsELA are programs used to provide practice in informative texts to address and assess comprehension skills. Vocabulary.com is used to address vocabulary deficiencies. Khan Academy is used to provide a prescriptive approach to developing SAT critical skills.

Saturday Camp and the YMCA Afterschool Tutoring Program is available to all students for remediation and enrichment in all academic areas.

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)?

UDL focuses on all teachers planning high quality core instruction to meet the varied needs of all learners. It involves the use of effective teaching practices and the intentional differentiation of instruction. ELA and Reading teachers use FSA, CFA Data, FAIR and formative assessments to adjust instruction as needed. Using the Curriculum Pathways resources, teachers have a planned guide to implement core curriculum and the instructional technology that supports the learning. Teachers are involved in Professional Learning Communities (PLCs) that introduce and model research-based instructional strategies that provide options for students to engage in the learning through various access points.

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

Progress Monitoring for Tier 1 Standards-Based Instruction is conducted by the Literacy Coach and AP over Literacy.

Accountability area	Monitoring Tool	Frequency	Teachers	Frequency
Literacy Team				
Student Achievement	Standards-based reports (Grade Cam)			Weekly
Monthly		Achieve 3000 reports		Weekly
Monthly		FAIR-FS reports		3x/year
3x/year				
Alignment to Curriculum Map	Gradebook, Lesson Plans, Agendas,			Daily
Weekly		Instructional Focus Calendars		
		Classroom walkthroughs		
Weekly				
Assessment Administration	Assessment Calendar			Monthly
Quarterly		School assessment report showing grade		Following all
Following all		level and number of students tested		assessment windows
assessment windows				
Professional Development	PD calendars			Monthly
Quarterly				

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?

Print Resources for Standards-based Instruction (Core)

The core curriculum addresses students' individual reading needs, but also simultaneously challenges them to master grade level Language Arts Florida Standards (LAFS). The texts selected scaffold and differentiate instruction in a way that students are engaged and able to demonstrate understanding of increasingly complex text.

- 6-8 Grades: Inside
- 9th and 10th Grades: Edge
- 11th & 12th Grades Retakes: Reviewing ELA
- All Grades: Common Core Workbooks

Online Resources for Standards-based Instruction (all grade levels)

Technology resources are infused in each unit, not only with the online components of the program, but also through alignment of the Achieve 3000 non-fiction articles, CPALMS lessons and Vocabulary.com Word Lists.

- CPALMS
- Commonlit.org
- Floridastudents.org
- Achieve 3000
- Sharemylesson.com
- https://www.bie.org/project_search

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

Dillard 6 -12 teachers integrate SEL assignments into their curriculum allowing students to share their "life" experiences. We also celebrate student success monthly, offer student led workshops, counseling services and conversations.

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

The 5 competencies are incorporated in teachers' curriculum making Decision Making Assignments in class Administrative, as well as Counseling meetings.

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

Dillard 6 -12 support SEL by following the monthly or semester wheel within the classrooms and in passing. LEAP, YMCA Family Night, SGA sponsored activities and school clean ups are just some of the activities and mentoring programs that are being offered.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
Shifting from Teacher-Directed to Student Directed Instruction through student-led discussions 2. Integrate novel instruction into the curriculum.	Arlizia Smith and Denise Davenport	11/30/2018	School based and district PDs (i.e., Question Formulation Technique (QFT), Socratic Seminars and Student Led Academic discussions, Novel-Integration Training)	\$0.00
Designing lessons that demonstrate blended learning 2. Using instructional technology to enrich, extend and enhance instruction and learning (i.e., Collections, NewsELA, Canvas, Commonlit.org, FloridaStudents.org) 3. Develop model classrooms to build school capacity	Arlizia Smith and Denise Davenport	12/14/2018	School based and district PDs (Canvas, Collections, Blended Learning Stations, NewsELA)	\$0.00
Targeting students with Zeros and 6s. 2.Practicing Close Reading and Annotation	Arlizia Smith and Denise Davenport	10/26/2018	School based and district PDs (Building Better Writers, Developing Text-based Writers)	\$0.00

School Improvement Plan (SIP)

School Name Dillard 6-12 (0371)

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
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BEST PRACTICE #2

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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.

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Accreditation Standard	Overall Rating
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SAC-SAF-Meeting-Schedule.pdf	October	Monitored	10/21/2018
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BEST PRACTICE #4

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Strategies & Activities

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Strategies	Persons responsible	Deadline	Professional Development	Budget
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Targeting students with Zeros and 6s. 2.Practicing Close Reading and Annotation	Arlizia Smith and Denise Davenport	10/26/2018	School based and district PDs (Building Better Writers, Developing Text-based Writers)	\$0.00

School Improvement Plan (SIP)

School Name Everglades HS (3731)

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
3731_PE/ForLang/JROTC/Humanities	Thursday		8/8/2018 - 5/4/2019	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_Guidance_9-12	Thursday		8/8/2018 - 5/4/2019	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_USHistory_9-12	Thursday		8/8/2018 - 5/4/2019	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_Socialstudies_9-12	Thursday		8/8/2018 - 5/4/2019	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_Science_9-12	Thursday		8/8/2018 - 5/4/2019	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_Geometry_9-12	Thursday		8/8/2018 - 5/4/2019	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_ESE_9-12	Thursday		8/8/2018 - 5/4/2019	12:15 PM - 2:45 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
3731_ELA-11-12	Thursday		8/8/2018 - 5/4/2019	12:15 PM - 2:45 PM	11, 12
3731_ELA_9-10	Thursday		8/8/2018 - 5/4/2019	12:15 PM - 2:45 PM	9, 10
3731_Biology_9-12	Thursday		8/8/2018 - 5/4/2019	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_CTACE_9-12	Thursday		8/8/2018 - 5/4/2019	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_Upperlevelmath_9-12	Thursday		8/8/2018 - 5/4/2019	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_Reading_9-12	Thursday		8/8/2018 - 5/4/2019	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_Algebra1_9-12	Thursday		8/8/2018 - 5/4/2019	12:15 PM - 2:45 PM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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	611	7.90	9.50	20.00	15.70	13.60
10	644	7.80	7.50	21.60	19.60	12.90
11	659	12.40	4.90	31.60	11.80	15.00
12	710	18.00	5.20	11.00	0.80	6.10

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

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

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	2nd, 4th	8/27/2018 - 5/20/2019	8:00 AM - 10:45 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
3731_10232018_signin.pdf	October	Waiver Application	10/24/2018
3731_10232018_agenda-(2).docx	October	Waiver Application	10/24/2018
3731_09252018_Minutes.docx	October	SAC ByLaws	10/24/2018
3731_9252018_attendance_guests.jpg	October	SAC ByLaws	10/2/2018
3731_9252018_attendance_members.jpg	October	SAC ByLaws	10/2/2018
3731_09252018_agenda.docx	October	SAC ByLaws	10/2/2018
3731_05152018_Minutes.docx	October	Monitored	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

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	604	12 of 77	2	103	205

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?

On the most recent reading assessment (2018) our students 9-12 scored at a 63% proficiency level (3 or higher). As a result, to improve in this critical area, we will focus on improving student achievement in their English Language Art Classes and reading classes using Achieve 3000, Vocabulary.com, Khan Academy, Canvas resources, Naviance, etc..

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

To increase performance within our SES Band, we will,

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

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

To scale up our best practices we will,

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

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

Professional Learning Communities work collaboratively to design curriculum-based common assessments based on 6-8 week care cycles. The data is reviewed at PLC meetings and instruction, reinforcement and enrichment is determined and designed by classroom teachers and administrators in an effort to increase performance based on content standards.

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

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

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 have common planning to develop lesson plans based on standards based instructional strategies for specific content. Teachers share best practices during PLC meetings, model and mentor developing teachers in planning and best teaching practices..

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

Through Professional Learning Communities, departments work together to select and implement scientifically researched and instructional strategies in order to deliver quality instruction that is aligned with standards-based state standards in all core subjects. Mastery of knowledge is measured by pre and post instructional assessment. Within learning communities, a universal assessment and grading policy is determined to measure and report student progress. Administration participates in learning communities and works with departments to disseminate and evaluate student data. Administration also conducts regular "walk-throughs", formal and informal observations to ensure that evidenced-based classroom instruction is being implemented with fidelity.

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

Core teachers use a variety of mediums to deliver instruction including state adopted materials as well as district adopted online applications and support programs to enhance and enrich the learning of different types

of learnings. Through the Broward Single Sign-on, students have access to online texts, and online applications to support learning in all subjects.

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

EHS has implemented various programs in order to support the social and emotional well-being of all students. Teachers support collaborative learning opportunities within the classroom instruction. The school counseling department work with all students on social emotional learning as well as college and career readiness using a variety of online resources including Naviance. EHS hosts School family counseling, available to EHS students and families in an effort to support meotional wellness. EHS is going into the fourth year of PASL (Personalized Academic and Social Emotional Learning) for students considered to be at risk. The RTI Team meets on a bi-weekly basis to review teacher referrals and meet with parents that initiate concerns for all learning challenges. The behavior specialist is traned as the Equity Liason on campus to ensure that all students are treated fairly and equally. Clubs and communities are active on campus to support acceptance and equality of all students such as Gay, Straight Alliance, Black Student Union, Latinos in Action, Best Buddies, the Cultural Culinary Club, HOPE (Helping Overcome Problems Effectively), Korean Culture, Women of Tomorrow,ZEN Club, to name a few.

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

Through implementing the school-wide behavior plan, including implementation of lessons on self-awareness, self management, social awareness, relationship skills and decision making are infused throughout the school day through direct instruction, literature-based learning of historical figures and accomplishments and implementing lessons in real-life. Additionally, clubs and activities sponsor school related social and emotional learning projects for students ito involve themselves with community related learning opportunities contributing to the betterment of the community.

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

SEL learning is infused throughout the school day through designed lessons included in the school-wide behavior plan to support social and emotional learning. Additionally, active clubs and activities support social and emotional learning through school sponsored community events focused on acceptance.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

School Improvement Plan (SIP)

School Name Flanagan, Charles HS (3391)

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
Guidance	Thursday	1st	9/6/2018 - 4/4/2018	1:40 PM - 2:40 PM	9, 10, 11, 12
World History	Thursday	1st	9/6/2018 - 4/4/2018	1:40 PM - 2:40 PM	10
US History/SS	Thursday	1st	9/6/2018 - 4/4/2018	1:40 PM - 2:40 PM	9, 10, 11, 12
Science	Thursday	1st	9/6/2018 - 4/4/2018	1:40 PM - 2:40 PM	9, 10, 11, 12
Biology	Thursday	1st	9/6/2018 - 4/4/2019	1:40 PM - 2:40 PM	9, 10, 11
Reading	Thursday	1st	9/6/2018 - 4/4/2018	1:40 PM - 2:40 PM	9, 10, 11, 12
College Readiness	Thursday	1st	9/6/2018 - 4/4/2018	1:40 PM - 2:40 PM	12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Geometry	Thursday	1st	9/6/2018 - 4/4/2018	1:40 PM - 2:40 PM	9, 10, 11
Algebra 1	Thursday	1st	9/6/2018 - 4/4/2018	1:40 PM - 2:40 PM	9, 10
PE	Thursday	1st	9/6/2018 - 4/4/2018	1:40 PM - 2:40 PM	9, 10, 11, 12
World Language	Thursday	1st	9/6/2018 - 4/4/2018	1:40 PM - 2:40 PM	9, 10, 11, 12
Fine Arts	Thursday	1st	9/6/2018 - 4/4/2018	1:40 PM - 2:40 PM	9, 10, 11, 12
ESE	Thursday	1st	9/6/2018 - 4/4/2018	1:40 PM - 2:40 PM	9, 10, 11, 12
English 11/12	Thursday	1st	9/6/2018 - 4/4/2018	1:40 PM - 2:40 PM	11
English 9/10	Thursday	1st	9/6/2018 - 4/4/2018	1:40 PM - 2:40 PM	9, 10
CTE	Thursday	1st	9/6/2018 - 4/4/2018	1:40 PM - 2:40 PM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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	625	14.40	9.00	13.80	18.90	12.60
10	644	17.20	8.10	20.20	17.20	16.50
11	674	23.30	7.90	22.30	15.90	18.10
12	771	35.30	4.40	10.90	0.80	9.30

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

After-school tutoring, daily guidance meetings with students and parents, RtI, Take Stock in Children, Women of Tomorrow mentoring program, Kefford's Kids mentoring program, Saturday camp, EOC camp, Pull-outs for Math EOC, American History and Biology courses, and Personalization for Academic and Social Emotional Learning (PASL) mentoring program are various strategies designed to identify students.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd	9/25/2018 - 5/28/2019	1:40 PM - 2:40 PM

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	9/25/2018 - 5/28/2019	1:30 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	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p>	

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
2018-Dept-Heads.docx		10/11/2018
Leadership-Meeting-91718.docx		10/11/2018
SS-Department-Meeting-Agenda-10-4-18.doc		10/11/2018
SAC-Agenda-9.17.18.pdf		10/11/2018
SAC-MEETING-NOTES_Sept-17-2018.docx		10/11/2018
Literacy-Plan-FRW.pdf		10/11/2018
October-2018-Newsletter.pdf		10/10/2018
Open House Parent Brochure (2018-19)		10/10/2018
Guidance-Assignments.pdf		10/10/2018
FACULTY-HANDBOOK-2018-2019.pdf		10/10/2018
Exam-Day-Bell-Schedule-SY-18-19.docx		10/10/2018
School-Website.docx		10/10/2018
Request-for-Conference-or-Call.docx		10/10/2018
Social-Worker-Duties.docx		10/10/2018
FRW-Schedule-SY-18-19.docx		10/10/2018

File Name	Standards & Indicator	Upload Date
Lesson-Plan-Geometry.docx		10/10/2018
Our-Mission-Statement.docx		10/9/2018
Pinnacle-Notification-Set-up.pdf		10/9/2018
Self Assessment		10/9/2018
Course-Selection-Sheet-Grade-9.docx		10/9/2018
iObservation.pdf		10/9/2018
Literacy-Plan-FRW.pdf		10/9/2018
New-Teacher-Lesson-Plan-Template.pdf		10/9/2018
Media-Center-flyer.pdf		10/9/2018
PASL-POSTER-Flanagan.pdf		10/9/2018
Semester Grade Calculations		10/9/2018
PLCs18-19.xlsx		10/9/2018
EOC-Grade-Calculator-(Interactive).xlsx		10/9/2018

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Minutes-9.17.18.docx	October	Developed	10/23/2018
SAC-Attendance-10.22.18.pdf	October	Monitored	10/23/2018
SAC-Agenda-10.22.18.pdf	October	Monitored	10/22/2018
SAC-Minutes-9.17.18.docx	October	Monitored	10/22/2018
SAC-Composition-18-19.docx	October	None	10/17/2018
SAC-Agenda-9.17.18.docx	September	Monitored	9/25/2018
SAC-Attendance-Sheets-9.17.2018.pdf	September	None	9/25/2018
SAC-Minutes-5.14.18.pdf	May	Approved	9/25/2018
SAC-By-Laws-2018-19.pdf	September	SAC ByLaws	9/25/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
5	647	8 of 77	12	81	162

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 gains 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 development 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 calendar. 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 aligned 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 compiled 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 mini-lessons on Performance Tasks using "Beat the Test" and other materials. In addition, students will receive quarterly assessments to monitor their performance on the Performance Tasks. Math Nation, Khan's Academy, Achieve 3000, 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.

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.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
FSA/EOC Camps including Push-in/Pull out remediation by teachers and administrators for students at risk of not meeting goals on state tests. Monitoring will take place for seniors with an increased emphasis on PERT/SAT/ACT to meet graduation requirements.	Kristine Knapp & Jay Milmed, Assistant Principals	6/1/2019		
School-wide reading and writing program that involves all teachers and students in high lexile reading passages focusing on NGSS Standards and CCSS Standards.	Jennell Ward & Rhonda Ben-Ezra, Literacy Coaches, Anna Koltunova, Mathematics Department Chair, Kristine Knapp, Assistant Principal	6/1/2019	Yes	
Professional Development for teachers on USA Test Prep to provide practice for students on state tests and ACT/PSAT/SAT/PERT.	Kristine Knapp, Assistant Principal	6/1/2019	Yes	

Strategies	Persons responsible	Deadline	Professional Development	Budget
Professional Development for staff on Florida Standards, especially developing close reading of passages and creating arguments supported by text.	Jennell Ward, Literacy Coach	6/7/2019	Yes	
Provide pull-out remediation for students at risk of not graduating in four years. Provide mentorship for students beginning in the 9th grade to continue through high school (e.g. Kefford's Kids, PASL, MOVE)	Jennell Lozin, Rhonda Ben-Ezra, Lead Teachers and Kristine Knapp, Assistant Principal	6/1/2019	Yes	

School Improvement Plan (SIP)

School Name Fort Lauderdale HS (0951)

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
Instructional Practice PLC (Effective Classroom Instruction, Instructional Strategies)	Wednesday	3rd	8/8/2018 - 5/15/2019	-	9, 10, 11, 12
Guidance PLC	Thursday	2nd	8/8/2018 - 5/15/2019	-	9, 10, 11, 12
World Languages PLC	Thursday	2nd	8/8/2018 - 5/15/2019	-	9, 10, 11, 12
ESE PLC	Thursday	3rd	8/8/2018 - 5/15/2019	-	9, 10, 11, 12
Science PLCs (Biology, Science)	Tuesday Thursday		8/8/2018 - 5/15/2019	-	9, 10, 11, 12
Applied Practical & Performing Arts (Performing and CTCE)	Thursday	2nd	8/8/2018 - 5/15/2019	-	9, 10, 11, 12
Social Studies PLCs (AICE, US History, History)	Thursday		8/8/2018 - 5/15/2019	-	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Math PLCs (Algebra 1, Geometry, Algebra 2)	Thursday		8/8/2018 - 5/15/2019	-	9, 10, 11, 12
ELA PLCs (9th, 10th, 11th/12th)	Thursday		8/8/2018 - 5/15/2019	-	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	519	17.90	12.50	27.40	15.00	19.50
10	503	25.00	11.70	29.00	19.70	24.90
11	516	32.00	8.10	27.70	7.20	18.80

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	476	45.00	4.80	12.20	4.60	14.50

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

We collect a variety of school level data to monitor student progression toward meeting school and district goals. In particular, we use data from common assessments given by our teachers to determine student progression toward meeting school and district goals. We also collect and analyze EOC, FSA, and PSAT. Data from common formative and summative assessments are used to inform instruction based on students' needs. We also use Khan Academy, USA Test Prep, Achieve 3000, and Naviance to help guide instructional decisions and provide students with additional academic opportunities and to institute appropriate interventions.

To ensure the fidelity of appropriate interventions for students that are not progressing towards school and district goals, we conduct regular Rti meetings, and foster a culture that encourages collaboration between teachers and parents to help improve student achievement. We also offer a variety of remediation opportunities that are monitored, including structure teacher assistance and STAR Tutoring. To ensure all classroom instruction is accessible to the full range of learners using Universal Design for Learning (UDL) principles, we provide our teachers with the traditional and current resources needed to be effective. Resources include computers, educational software, textbooks, among other things.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	8/28/2018 - 6/4/2019	1:00 PM - 2:40 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date

File Name	Meeting Month	Document Type	Uploaded Date
FLHS-SAC-committe-Membership.pdf	October	None	10/26/2018
0951_SAC-ByLaws.pdf	October	A+ Funds	10/19/2018
0951_SAC-Community_Sign-In-Sheet_10_09_18.pdf	October	None	10/19/2018
0951_SAF-Agenda_9_11_18.pdf	October	A+ Funds	10/19/2018
0951_SAC-Committee_Sign-In-Sheet_10_09_18.pdf	October	None	10/19/2018
Meeting-Schedule.PNG	August	None	10/19/2018
0951__SAC_Meeting_Minutes_10_09_18.pdf	October	None	10/11/2018
0951_Agenda_10_09_18.pdf	October	None	10/11/2018
0951_Agenda_9_11_18.pdf	September	A+ Funds	10/11/2018
0951_Agenda_8-21-18.pdf	August	ByLaws	10/11/2018
0951__SAC_Meeting_Minutes_9_11_18.pdf	September	None	10/11/2018
0951_SAF_sign_in_9_11_18.pdf	September	SAF ByLaws	9/22/2018
0951_SAF_Bylaws_18-19.pdf	September	SAF ByLaws	9/22/2018
0951_SAC-Committee_Sign-In-Sheet_09_11_18.pdf	September	A+ Funds	9/22/2018

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	673	4 of 59	166	99	197

Goals

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

The content areas we will focus on for improving student achievement are Reading, Writing, and Math. They are the lowest performing areas based on SES data. We are above the band average, however we are lower than the schools above us in our band. Math will be one of our areas that we will be putting a lot of focus. This area had a decline of 17 percentage points in achievement and 18 percentage points in learning gains.

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

Teachers will engage in professional learning communities in content areas to develop aligned rigorous curriculum based on the Florida Standards. They will also participate in professional learning communities that focus on the instructional practice of student learning by examining student engagement, monitoring student learning, and ownership of learning. Teachers will also work with College Board and Cambridge International Examination trainers to meet the learning of students in our accelerated courses.

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

Teachers and administration will continue the classroom learning walks to create a reflective culture of teaching in learning the school. As a result of this culture teachers, and administration will examine their own teaching practices monthly and ensure the needs of all learners are being met.

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

The school will use content specific school wide common assessments to monitor student achievement in the areas of reading, writing, math, science and social studies. They will use the scale marks from our learning walks to monitor student engagement, ownership of learning, and monitoring student progress.

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

Students not progressing towards school and district goals will be placed on progress monitoring plans and given the opportunity to attend our school tutoring services after school.

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 universal design of learning is implemented in professional learning communities working to develop a curriculum that provides for student monitoring, remediation, and engagement.

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

Administration works with PLC facilitators to monitor student learning and perform classroom walk throughs. During these walkthroughs BEST practices are shared to make sure that students are receiving high quality 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?

Intervention programs used at the school are Achieve 3000, Newsela, Vocabulary.com, Khan Academy, and USA Test Prep.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Use USATESTPREP, Achieve 3000, Khan Academy	Department Heads	5/31/2019		
Creation of Common assessments and Professional Development	PLC Facilitators	5/31/2019		
Peer Walkthroughs	Dr. Lott	5/31/2019		

School Improvement Plan (SIP)

School Name Miramar HS (1751)

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
1751 World History	Thursday	1st	8/8/2018 - 5/10/2018	11:45 AM - 2:45 PM	9, 10
1751 Am History	Thursday	1st	8/8/2018 - 5/10/2018	11:45 AM - 2:45 PM	11
1751 Social Studies 9-12	Thursday	1st	8/8/2018 - 5/10/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
1751 Guidance 9-12	Thursday	1st	8/8/2018 - 5/10/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
1751 Science 9-12	Thursday	1st	8/8/2018 - 5/10/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
1751 World Languages	Thursday	1st	8/8/2018 - 5/10/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
1751 Math 2	Thursday	1st	8/8/2018 - 5/10/2018	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
1751 Math 1	Thursday	1st	8/8/2018 - 5/10/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
1751 ESE 9-12	Thursday	1st	8/8/2018 - 5/10/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
1751 Pathway & Non-Pathway Electives 2	Thursday	1st	8/8/2018 - 5/10/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
1751 Pathway & Non-Pathway Electives 1	Thursday	1st	8/8/2018 - 5/10/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
1751 Literacy 11th & 12th	Thursday	1st	8/8/2018 - 5/10/2018	11:45 AM - 2:45 PM	11, 12
1751 Literacy 9th & 10th	Thursday	1st	8/8/2018 - 5/10/2018	11:45 AM - 2:45 PM	9, 10

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
09	587	21.10	19.30	28.60	35.80	31.70
10	620	23.20	15.00	28.90	35.50	29.20
11	688	27.60	10.20	25.70	18.60	22.10
12	642	43.30	6.70	13.60	1.20	13.90

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

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

The instructional materials used to academically support students include USA Test Prep, Quia, Khan Academy, Vocabulary.com, Newsela and Math Nation. USA Test Prep & Quia are assessment resources that allows data to be compiled quickly and show trends and areas of deficiencies in student performance. USA Test Prep is also used to assign lessons to address student deficiencies as identified on diagnostic and common formative assessment. Khan Academy gives students the opportunity to receive practice exercises on standard that they performed below the norm as determined by the College Board administered PSAT and SAT. Vocabulary.com helps students learn and practice vocabulary terms in their different courses. Newsela is a reading/current event resource used by teachers to assign work based on a student's Lexile level which allows for differentiated instruction to take place in the classroom. Math Nation provides video and math exercises to support teacher instruction in Algebra and Geometry courses.

Academic performance reports are generated after interim reports and quarterly report cards. Data is also pulled from Terms and Basis. Based on the data, students that are not progressing properly have meetings and are monitored by administration, guidance counselors, study hall teachers and the social worker. In addition, mentors are provided to struggling students through the Women of Tomorrow and Mentoring Tomorrow's Leaders programs to give them an extra push towards improving and ultimately being on track. Counseling is also provided by our family counselor and outside counseling services.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	4th	8/28/2018 - 5/28/2019	12:00 PM - 2:00 PM
Tuesday	4th	8/28/2018 - 5/28/2019	8:00 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.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
survey-data.zip		10/19/2018

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
MHS-SAC-Composition-Report.pdf	October	SAC ByLaws	10/26/2018
SAC-Meeting-Minutes-9-18-18.pdf	October	Monitored	10/26/2018
MHS-Oct-2018-Guest-Sign-In.pdf	October	Monitored	10/26/2018
MHS-Oct-2018-SAC-Sign-In.pdf	October	Monitored	10/26/2018
MHS-Oct-2018-SAC-Agenda.pdf	October	Monitored	10/26/2018
SAF-Ag-Oct.docx	October	A+ Funds	10/26/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Oct-Min.pdf	October	A+ Funds	10/26/2018
SAC-ByLaws-2019.pdf	October	SAC ByLaws	10/25/2018
MHS-SAF-Bylaws-2018.pdf	October	SAF ByLaws	10/25/2018
Surveys-Report-Student-MHS.pdf	October	None	10/19/2018
Surveys-Report-Staff-MHS.pdf	October	None	10/19/2018
Surveys-Report-Parent-MHS.pdf	October	None	10/19/2018
SAF-Ag-Sept.docx	September	ByLaws	10/10/2018
SAC-Guest-Sign-In-September-2018-Meeting.pdf	September	SAC ByLaws	9/18/2018
SAC-Member-Sign-In-September-2018.pdf	September	SAC ByLaws	9/18/2018
SAC-September-2018-Agenda.pdf	September	SAC ByLaws	9/18/2018
SAF-Mtgs-2018-2019.docx	September	ByLaws	9/12/2018
SAC-Mtgs-2018-2019.docx	September	ByLaws	9/12/2018

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
3	497	41 of 56	1	156	311

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?

For the 2018-2019 school year, Miramar will be focusing on improving performance on several on standardized assessments that are utilized to determine student end of course grades, graduations status and the overall school letter grade. The goal is to increase student proficiency by 3%. Students will demonstrate growth in each of the outlined by May of 2018:

44% to 47% in ELA as measured on the FSA ELA assessment

30% to 33% in Math as measured on the FSA EOC

43% to 46% in Biology as measured on the Pearson EOC

65% to 68% in U.S. History as measured on the Pearson EOC

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

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

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

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

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

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

Across tested areas there will be at least two Common Formative Assessments per quarter. The data that is generated during this time will be discussed and reviewed within our Professional Learning Communities and be used to drive instruction.

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

For students that are not progressing towards school and district goals, there will be remediation services offered to them. Our National Honor Society offers peer tutoring and there are additional tutoring opportunities offered through our 21st Century Program. Additionally, in the months leading towards assessments there will be targeted pullouts of our students that are on the cusp of reaching proficiency based on their performance on Common Formative Assessments.

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 teachers incorporate elements of the Universal Designs of Learning regularly to ensure that the needs of all types of learners on campus are being met regularly in the classroom. An example of this can be found in our common board configuration set-up in which each teacher is expected to have a daily posted lesson goal. Teachers are encouraged to use multiple assignment options that infuse creativity and working constructively in groups. In order to ensure that this type of learning is happening administrators and curriculum leaders conduct regular walk-throughs to observe teachers and students. Students are routinely asked questions to determine their level of understanding of the class's learning goals.

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

The school ensures that Tier 1 Standards-Based classroom instruction is being implemented properly and effectively in a multitude of ways. When it comes to objectives, teachers use a common board configuration and objectives are written in student-friendly terms. Regarding assessments, data is collected through common formative assessments and the results of the tests are discussed in PLC's and used to drive 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?

9th-12th Grade: Achieve 3000, USA Test Prep, Khan Academy, and NewsELA are utilized as intervention programs across grade and curriculum areas. The students have access to the digital platforms through laptop access in the core curriculum areas as well as the media center before and after school. These digital platforms have a variety of literary as well as informational text.

Students have the option to either receive a hard copy textbook as well as a digital textbook.

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

MHS utilizes the PASL program, Mentoring, and student organizations as well as a variety of other cocurricular programs on campus to develop Social and Emotional Skills and implementation of SEL standards. MHS mentoring programs include Mentoring Tomorrow's Leaders, 5000 Role Models of Excellence, Women of Tomorrow and Peer Counseling and Latino's in Action. These programs implement the 5 SEL competencies with extra emphasis on the three goals of self-awareness, self-management, and social awareness.

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

- Self-Awareness taught through mentoring and personalization period seminars
 - Identifying emotions
 - Accurate self-perception
 - Recognizing strengths
 - Self-confidence
 - Self-efficacy
- Self-management taught through PASL
 - Impulse control
 - Stress management
 - Self-discipline
 - Self-motivation
 - Goal-setting
 - Organizational skills
- Social - Awareness taught through the content areas and curriculum as well as school wide diversity celebrations
 - Perspective-taking
 - Empathy
 - Appreciating diversity
 - Respect for others

- Responsible Decision making taught through peer counseling, mentoring, and guest instruction through personalization periods
 - Identifying problems
 - Analyzing situations
 - Solving problems
 - Evaluating
 - Reflecting
 - Ethical responsibility
- Relationship Skills taught through mentoring programs as well as study hall seminars.
 - Communication
 - Social engagement
 - Relationship-building
 - Teamwork

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

MHS school wide policies and practices support the social and emotional learning needs of students through the usage of a multitiered intervention system for discipline, academics, and attendance. Students are provided with responsive and intuitive support services that cater to the unique needs of the individual to ensure equitable access and opportunities as well as reduction of barriers to success in school. The usage of scheduling for the design of unique personalization periods in which students are able to build positive relationships with mentor-teachers while working on SEL goals and skills development is a universal MHS has implemented to foster school wide mentoring in addition to the official SEL mentoring programs (Mentoring Tomorrow's leaders, Latino's in Action, PASL, and 5000K Role Models of Excellence.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Common Formative Assessments, Khan Academy, Voc.com, USA Test Prep, Newsela, etc.	All teachers	5/10/2019	PLCs on professional study days will provide training, assessment creation and assessment results reflection activities.	\$10,000.00

School Improvement Plan (SIP)

School Name Northeast HS (1241)

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
13 PLC groups broken down by common subject areas.	Thursday		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)
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Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
09	451	14.60	9.10	35.00	37.50	28.20
10	489	21.50	6.50	37.40	36.80	31.10
11	439	20.50	3.20	35.80	23.90	21.60
12	399	18.80	2.30	16.50	1.80	7.80

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

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

There are pullout and push ins scheduled for students that require additional academic support. The Biology pullouts start in October with other subjects adding on in January. The push ins will start second quarter for various subjects.

The guidance department is looking at student data at the end of first quarter and having individual, small group and large group meetings to discuss students academic progress and direct students to support that can assist them in their performance and success.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	9/11/2018 - 5/28/2019	9:00 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
SAC_Attendance_11_5_2018.pdf	November	SAC ByLaws	11/6/2018
SAC_October_Minutes_Ammendments_11_5_2018.pdf	November	SAC ByLaws	11/6/2018
SAC_November_2018_Agenda.pdf	November	SAC ByLaws	11/6/2018
SAC_Minutes_11_5_2018.pdf	November	SAC ByLaws	11/6/2018
SAC_Committee-Membership_2018_2019.pdf	October	SAC ByLaws	10/24/2018
SAC-Attendance-10.8.2018.pdf	October	Monitored	10/15/2018
SAC-minutes-Oct-2018.docx	October	Monitored	10/15/2018
SAC-October-2018-Agenda.doc	October	Monitored	10/15/2018
SAC-Minutes-August_21_2018.doc	October	None	10/3/2018
SAC-Minutes-9.17.18.docx	October	SAC ByLaws	10/3/2018
SAC-Attendance-9.17.18.pdf	October	SAC ByLaws	10/3/2018
SAC-September-2018-Agenda.doc	October	SAC ByLaws	10/3/2018
SAC-August-2018-Agenda.doc	October	None	10/3/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Attendance-8.21.18.pdf	October	None	10/3/2018

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	433	51 of 56	25	188	375

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?

All content areas will be addressed: Reading, English, Math, History, and Science. All areas were chosen because they all have room for improvement.

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

Best Practice #1 - Authentic PLCs:

- Teachers will utilize PLCs to share best practices and have guest speakers from the district to provide professional development.

Best Practice #2 - Interventions:

- Teachers will implement Tier 1 and Tier 2 strategies within the classroom and log those strategies within BASIS.

Best Practice #3 - Internal/External Relationships:

- Partnerships with YMCA, the City of Oakland Park, and Florida Atlantic University provide students with extended learning opportunities (ELO).
- Partnerships with Keiser University and Broward College provide students with college and career readiness opportunities (CCR).

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

Best Practice #1:

- Representatives from the various PLCs will present successful practices during bi-monthly Curriculum Council meetings.

Best Practice #2:

- All teachers received Tier 1 to 2 eligibility training.
- Training for all teachers on integrated reports using BASIS.

Best Practice #3:

- Students will use Naviance as a portal to achieve ELO and CCR goals.
- Teachers and school support staff will use Naviance to monitor and encourage progress.

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

All subjects give common formative assessments every two weeks. The data from the assessments is uploaded into a database and is analyzed by individual teachers, PLC's, curriculum leaders and administration. The information is used to drive instruction i.e., remediation, enrichment.

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

For those students not progressing toward the school goal:

- Teachers will reteach lesson content then assess student learning and monitor their progress.

- In regards to literacy goals, FAIR testing is used as a diagnostic tool to implement interventions and monthly remediation sessions.
- YMCA math tutoring is available after school.
- During study halls:
 - District coaches are working on creating a 'math lab' to offer pull-outs.
 - The biology team, utilizing data from common formative assessments, will do student pullouts with a focus on remediation and reteaching of concepts that students struggle with.
 - All teachers are available to struggling students during their study halls for tutoring.

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 will differentiate instruction and utilize various pedagogical strategies to address all learners.

- Classroom instruction will be accessible to all learners by implementing high yield strategies tailored to the needs of the students.
- Teachers will use a school-based "Instructional Focus Chart" to measure their mastery of the lesson content.
 - Also, teachers will accommodate SWD and ELL students with visuals aids to help master the lesson content.
- Teachers will use a wide range of deliveries that include projectors as well as software programs such as Khan Academy, USA Test Prep, and Canvas.
- Teachers will include group-centered, hands-on activities and labs within lessons.
- Teachers will use scaffolding, choice in assignments to support students at all learning levels and modalities to meet all learners needs.

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

- Teachers record and keep accurate records in Pinnacle.
- Teachers use Tier 1 interventions are a natural part of teaching.
 - These are discussed in PLCs as well as just casual 'school talk' conversations among teachers.
- Teachers receive training on how to enter TIER 1 interventions in Basis along with refreshers what those interventions are.

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 will utilize:
 - Textbooks (including online)
 - Newsela
 - Vocabulary.com
 - District's SharePoint
- Teachers will ensure that all of the material is at the grade level text complexity.
- Multiple hands-on activities and labs.

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

- Teachers have conversations which allow the students to react by giving feedback or constructively arguing.
 - Students sometimes need to talk about a problem or explanation (or someone else's) before attempting it on paper.
- Teachers will discuss real-life problems with students and all the societal factors involved. This helps develop the student's social-emotional skills.
- Teachers help students with their organizational skills and expression through the use of binders, journals, and calendars.
- Teachers will set up a "Peace Place" or "Relaxation Station" where students can choose to enjoy some quiet reflection or relaxation time if they feel they need it.

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

- The English department teaches this through the literature covered in the curriculum.
- The math department teaching the five competencies is an ongoing process.
 - It's important to notice that these competencies overlap and that there is no one activity or technique that can address all of these for all students. Also, no activity can address only one. Because we are math teachers, we practice objectivity, transparency, honesty, and listening. Students in this type of environment are more comfortable confronting themselves and can, therefore, better deal with any emotional/social issues.
- The science department embeds these competencies naturally throughout the course in various topics covered and also a part of what the teachers address and teach on a daily basis through their classroom practices and interactions with their students.

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

Our aim is to have all students at our school meet their academic and personal goals, while being able to use critical thinking skills and global thinking to guide their decision-making processes. We want our students to be equipped with skills that allow them to be socially aware and use positive relationship skills while being self-aware, exhibiting self-management and making responsible decisions. These goals will be supported by the training of staff and students in SEL competencies and the implementation of activities that throughout these and create an improved social and emotional culture in the school.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Meet quarterly with student to review graduation status (support facilitator/ESE Specialist) Create time line/deadline to acquire requirement Develop action plan for missed deadline and/or reinforcement Celebrate each achievement towards graduation requirement.	ESE Department and teachers of ESE students	5/1/2019	PLC	
Domain specific vocabulary and use of mini assessments to drive instruction	Fine Arts/CTACE teachers	5/1/2019	PLC	
We plan on using BEST practices and high yield strategies in order to achieve our SMART GOAL. Some of the resources we will be using are the State's FSA ELA Reading assessments, United States History EOC practices/assessments and the District's Formative Assessments found on SharePoint. We plan on using the school-based Instructional Focus Chart to measure the growth of our students then monitor their progress during the course of 2018-2019 school year.	Social Studies Department	5/1/2019	PLC's	
We are utilizing the writing classes to support the English classes and creating lessons built around the deficiencies the English teachers feel the students have. We are also making sure that we reteach any deficiencies based upon the mini-assessment data. The teachers plan to create at least one "review day" a month, at their discretion, to support their students' needs.	English Department	5/1/2018	PLC's	
Reading strategies in science, scaffold, remediation and pullout	Ashley Bacigalupi, Lindsay Bruce, Clara Mabour, Wanda Rosario	5/1/2019	PLC meetings and district support	
	Algebra teachers	4/30/2019	PLC, district support/training	

School Improvement Plan (SIP)

School Name Pompano Beach HS (0185)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
World Languages	Tuesday	2nd4th	9/11/2018 - 5/28/2019	3:25 PM - 4:15 PM	9, 10, 11, 12
Unified Arts	Tuesday	2nd4th	9/11/2018 - 5/28/2019	3:25 PM - 4:15 PM	9, 10, 11, 12
Technology	Tuesday	2nd4th	9/11/2018 - 5/28/2019	3:25 PM - 4:15 PM	9, 10, 11, 12
Social Studies	Tuesday	2nd4th	9/11/2018 - 5/28/2019	3:25 PM - 4:15 PM	9, 10, 11, 12
Science	Tuesday	2nd4th	9/11/2018 - 5/28/2019	3:25 PM - 4:15 PM	9, 10, 11, 12
Mathematics Beyond EOC	Tuesday	2nd4th	9/11/2018 - 5/28/2019	3:25 PM - 4:15 PM	9, 10, 11, 12
Leadership	Monday	3rd	9/17/2018 - 5/20/2019	8:00 AM - 4:15 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Geometry	Tuesday	2nd4th	9/11/2018 - 5/28/2019	3:25 PM - 4:15 PM	9, 10
ELA	Tuesday	2nd4th	9/11/2018 - 5/28/2019	3:25 PM - 4:15 PM	9, 10, 11, 12
Counseling 9-12	Tuesday	2nd5th	9/11/2018 - 5/28/2019	3:25 PM - 4:15 PM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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	333	1.50	2.70	7.20	2.10	1.50
10	285	4.60	3.20	8.40	0.00	1.80

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	290	5.20	1.70	4.10	0.00	1.70
12	289	9.30	1.70	4.20	0.00	1.70

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

Pompano Beach High School employs many means of interventions to assist with early warning indicators within our population. Personalization for Academic Social-Emotional Learning (PASL) is a freshman mentoring program offering advice, counseling, and daily intervention techniques in one-on-one, small group, and whole class settings. PASL assists students with the changes from middle to high school settings. Students work with administrators and counselors as well as teachers and peer mentors in order to better equip themselves with academic, social, and emotional tools that will make high school a success. An important component is peer mentors who assist students not only with the transition to high school, but also throughout the high school years. Pompano Beach High School utilizes an Eligibility Review Panel (ER) that looks at student Grade Point Averages (GPA) each semester. Students whose GPA's fall below the 2.5 average are offered two additional semesters of study in order to work with teachers, counselors, and administrators to raise their grades to or above a 2.5 GPA and thus succeed at our school.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd	9/12/2018 - 5/8/2019	1:30 PM - 1:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
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
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File Name	Meeting Month	Document Type	Uploaded Date
SAF-Bylaws-201819.docx	November	SAF ByLaws	10/22/2018
PBHS_Agenda_Minutes_Signin_10.08.18.pdf	October	Developed	10/22/2018
SAC-SAF-Meeting-Schedule.docx	October	None	10/22/2018
PBHS_SAC-Composition_1819.pdf	September	None	9/19/2018
PBHS_Agenda_Minutes_SignIn_09.17.18.pdf	September	ByLaws	9/19/2018
SAC-ByLaws-2018-2019.pdf	September	SAC ByLaws	9/17/2018

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
7	849	2 of 48	40	20	40

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 percentage of math students who make learning gains from 2018-2019 will increase from 58% to 60%. The percentage of 9th and 10th grade ELA students who make learning gains from 2018-2019 will increase from 70% to 72%.

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 - A focused and authentic professional learning community (QITs).

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

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

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

Along with the use of Collections in English 9-12 classes, Pompano Beach High School utilizes the following mediums to ensure students have access to informational text in each content area:

Canvas, Newsela, Vocabulary.com, Khan Academy, News shows in Spanish language and French language, Gilder Lehrman, USA Test Prep, Algebra Nation, Albert IO, Gmetrics.net, ACA Test Prep.com, Code.org, March 2 Success, Edx.com, Phet.com

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Utilizing CARE to improve QITs (PLCs)	Lori Carlson, Jill Samaroo, Leadership	5/20/2019		

School Improvement Plan (SIP)

School Name Stranahan HS (0211)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ESE 9-12	Thursday	1st	9/6/2018 - 5/15/2019	12:20 PM - 2:40 PM	9, 10, 11, 12
World Languages - Ethos	Thursday	1st	9/6/2018 - 5/15/2019	12:20 PM - 2:40 PM	9, 10, 11, 12
US History - Strive for 5 Part Deux	Thursday	1st	9/6/2018 - 5/15/2019	12:20 PM - 2:40 PM	11
Biology RACEing to the Top	Thursday	1st	9/6/2018 - 5/15/2019	12:20 PM - 2:40 PM	9, 10
Interdisciplinary Science 9-12	Thursday	1st	9/6/2018 - 5/15/2019	12:20 PM - 2:40 PM	9, 10, 11, 12
Geometry Grade 9-10 Nat Geo Deep Divers	Thursday		9/6/2018 - 5/15/2019	12:20 PM - 2:40 PM	9, 10
Social Sciences Grade 9-12 SHS Scholars	Thursday		9/6/2018 - 5/15/2019	12:20 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
Algebra II & Above Grade 10-12 The Sigma Team	Thursday		9/6/2018 - 5/15/2019	12:20 PM - 2:40 PM	10, 11, 12
Algebra 1 Grade 9-10	Thursday		9/6/2018 - 5/15/2019	12:20 PM - 2:40 PM	9, 10
ELA 9-10 Literary Elevation	Thursday	1st	9/6/2018 - 5/15/2019	12:20 PM - 2:40 PM	9, 10
Literacy 11-12	Thursday	1st	9/6/2018 - 5/15/2019	12:20 PM - 2:40 PM	11, 12
Unified Arts 9-12	Thursday	1st	9/6/2018 - 5/15/2019	12:20 PM - 2:40 PM	9, 10, 11, 12
CTACE Certifiable	Thursday	1st	9/6/2018 - 5/15/2019	12:20 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)
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Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
09	392	19.40	29.10	24.50	38.80	34.90
10	401	20.70	23.90	34.90	44.10	38.20
11	351	14.80	21.70	33.90	30.20	28.80
12	294	23.80	22.40	22.10	0.00	17.00

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

In an effort to improve academic performance of students, we implented summer curriculum planning for all FSA EOC tested areas. Teams of teachers joined together to create content area instructional focus calendars and common assessments during the summer of 2018. Moreover, we revamped our Professional Learning Communities. We have implemented a school-wide plan focused on literacy instructional strategies across all curriculum areas, reorganized our PLC groupings, and started professional development trainings that are aimed at enfusing the CARE Cycle that will increase student engagement within the classrooms.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 3rd	9/6/2018 - 3/18/2019	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
SAC-ByLaws.pdf	November	SAC ByLaws	11/5/2018
SAC-Flyer_2019.pdf	November	Monitored	11/5/2018

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	418	53 of 56	5	195	390

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?

For the 2018-2019 school year, we will focus on literacy which encompasses reading and writing. We believe that implementing literacy skills across all curricula areas will lead to an increase student achievement. 40% of the 9th and 10th grade students will score a level 3 or higher on the 2019 FSA ELA assessment.

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

We will implement the R.A.C.E. Literacy Strategy school-wide across all content areas. Utilizing this strategy will aid in giving students additional practice in writing and citing textual evidence that are skills that are assessed on the FSA ELA assessment.

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

The administrative staff collects common formative assessments, Mock assessment , PSAT, SAT, and ACT data.

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

School-wide initiatives are monitored on an ongoing basis through student R.A.C.E. folders and teacher graded rubrics.

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

establishing classrooms expectations
rules and

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

Our school-wide policy and practices Guidance and social worker services. Moreover, we have the COMPASS Program on campus where all students

School Improvement Plan (SIP)

School Name West Broward HS (3971)

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
3971_CTE_9-12	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	7:10 AM - 7:35 AM	9, 10, 11, 12
3971_Chem/Physics_10-12	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	7:10 AM - 7:35 AM	10, 11, 12
3971_Biology/Environmental_9-10	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	7:10 AM - 7:35 AM	9, 10
3971_Anatomy/Marine/Forensics_10-12	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	7:10 AM - 7:35 AM	10, 11, 12
3971_English_12	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	7:10 AM - 7:35 AM	12
3971_English_11	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	7:10 AM - 7:35 AM	11
3971_English_10	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	7:10 AM - 7:35 AM	10

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
3971_English_9	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	7:10 AM - 7:35 AM	9
3971_SchoolCounseling_9-12	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	7:10 AM - 7:35 AM	9, 10, 11, 12
3971_WorldHistory_10	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	7:10 AM - 7:35 AM	10
3971_Geography/U.S.History_9	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	7:10 AM - 7:35 AM	9
3971_USHistory_11	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	7:10 AM - 7:35 AM	11
3971_GovEcon_12	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	7:10 AM - 7:35 AM	12
3971_PE_9-12	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	7:10 AM - 7:35 AM	9, 10, 11, 12
3971_ESE_9-12	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	7:10 AM - 7:35 AM	9, 10, 11, 12
3971_Reading_9-12	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	7:10 AM - 7:35 AM	9, 10, 11, 12
3971_SpanishI,IV,AP_9-12	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	7:10 AM - 7:35 AM	9, 10, 11, 12
3971_Algebra1_9-10	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	7:10 AM - 7:35 AM	9, 10
3971_Algebra2_9-12	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	7:10 AM - 7:35 AM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
3971_UpperLevels_10-12	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	7:10 AM - 7:35 AM	10, 11, 12
3971_Geometry_9-12	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	7:10 AM - 7:35 AM	9, 10, 11, 12
3971_Interdisciplinary_9-12	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	7:10 AM - 7:35 AM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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	690	12.60	6.80	11.00	12.20	9.90
10	718	14.20	3.80	14.50	13.40	10.60

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	745	23.80	4.00	23.00	0.40	10.70
12	679	34.20	1.80	8.20	0.30	5.60

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

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

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

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

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	3rd	9/18/2018 - 5/21/2019	7:20 AM - 7:40 AM

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

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File Name	Meeting Month	Document Type	Uploaded Date
3971_SAC-Agenda10.22.18-.pdf	October	A+ Funds	10/26/2018
3971_SAC-Minutes-9.24.18Approved-.pdf	October	A+ Funds	10/26/2018
3971_SACSignInSheets10.22.18.pdf	October	A+ Funds	10/26/2018
3971_SIP10.22.18.pdf	October	Developed	10/26/2018
3971_SACSignInSheets10.22.18.pdf	October	Developed	10/26/2018
3971_SACSignInSheets9.24.18.pdf	October	None	10/26/2018
3971_SACSignInSheets8.27.18.pdf	October	None	10/26/2018
3971_Committee-Membership-Composition-Report-2018_2019.pdf	October	None	10/25/2018
3971_SACComposition-Report.pdf	October	None	10/18/2018
3971_SAFMeetingDates18-19.pdf	October	None	10/11/2018
3971_SACApproved-Minutes8.27.18.pdf	August	None	10/11/2018
3971_SAC-Agenda08.27.18.pdf	August	None	10/11/2018
3971_SAC-Agenda_09.24.18.pdf	September	A+ Funds	10/11/2018
3971_SACMEETINGDATES_1819.pdf	August	None	9/11/2018
3971_SACByLaws_18-19.pdf	August	SAC ByLaws	8/28/2018

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
8	688	9 of 33	8	82	164

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?

To increase the number of learning gains of the lowest 25 percent in reading by providing professional development focused on scaling up the PASL initiative, and enhancing and expanding the MTSS/RtI process. It is the responsibility of the school's leadership team to ensure that the school's academic programs are not only aligned to state standards, but are rigorous enough to ensure that all students upon graduation are college and career ready. Department chairpersons and team leaders play an integral role in the identification, adoption, and implementation of curriculum maps that are grade level and standards-based. The administrative team is instrumental in ensuring that all teachers are using state adopted materials and that the pacing of instruction is one that provides the opportunity for students to demonstrate proficiency of the standards as well as remediation and acceleration when appropriate. School leadership also makes certain that the Professional Learning Community SMART goals are aligned to the school improvement goals. Through daily classroom walkthroughs, observations, and the collection of common assessment data, administration is able to assess whether the instruction is aligned to grade-level Florida Standards.

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

In relation to BEST Practices, WBH will focus on Practice #1: A Focused & Authentic Professional Learning Community (PLC) to scale up and assist with all staff and students to be effectively exposed to SEL strategies with fidelity to build the capacity of our relationships on campus and have them influence our students beyond

their social awareness and have it influence their focus on academics, specifically in the areas of FSA ELA. By working with our teachers through Staff Development on the "8 Keys to Success" as they are shared through Quantum Teaching, we are able to model to our teachers the culture of student success created by the 8 Keys results with the goal results to create more confident, competent, and motivated students who spend more time on task.

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

The Staff Development Committee will continue to meet monthly to share ideas on how to present the 8 Keys of Success/Quantum Teaching to our faculty. The goal will continue to be shared that what we are sharing with the teachers are effective strategies to share with their students; creating a mindset of success through effort and focus on goal setting and self-awareness.

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

Teachers are asked for feedback at each PSD workshop and PLCs work together on common student assessments to discuss patterns and areas of growth and focus for improved achievement.

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

At 9th Grade, the 9th Grade Administrator and the 9th Grade School Counselor work with the PASL specific students and quarterly "F" Reports to identify students who need to be addressed for Graduation, Academic, and/or SEL intervention/support conversations. Additionally, "F" list students receive letters home to communicate a need with home for academic support, as a request from the school to communicate for student success goal setting.

At grades 10-12, the School Counselors meet with their students to complete graduation checks, status of academic standing and course requirements to ensure that all students are graduation ready, or are aware of the courses (online or in school) that need to be collected in order to ensure an on time graduation.

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)?

Most classrooms use the following avenues to be able to reach the majority of our students through their learning mode: Canvas, Quia, Edmodo, Online programs for reinforcement/remediation/acceleration (i.e. Vocabulary.com, Khan Academy, GeoNation, AlgebraNation, USATestPrep, Achieve3000, MathNation, Newsela, NoRedInk.com, Turnitin.com, etc.).

We have added a significant number of educators who have been formally trained in Canvas to be classified as a Digital Classroom (English, Science, Math, Social Studies, and elective classes).

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

USATestPrep, Khan Academy, and Vocabulary.com are used across the English and Social Studies Curricular areas as online software tools to encourage students going online to build literacy skills. Our Literacy Specialist works across the curricular areas to promote vocabulary and literacy skills strategies in the core subject areas, in both individual teacher development and Team-based instructional development.

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?

WBH primarily utilizes a variety of online resources, with hard copies available by request for students with IEP, ESLs, 504, or ELL supports: Vocabulary.com, Khan Academy, GeoNation, AlgebraNation, USATestPrep, Achieve3000, MathNation, Newsela, NoRedInk.com, and Turnitin.com.

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

PASL at 9th Grade; SEL strategies through our Professional Development on PSD days via Quantum Teaching's "8 Keys to Success"; Start with Hello school-wide activities and assemblies; building on the LISTEN initiative with open door/open listener practices among our student support staff members; See Something Say Something; and student mentorships/tutoring offered by various student clubs (i.e. SGA, NHS, LIA, HOPE/Sunshine Club, Bobcats Got Your "BAC": Bobcat Ambassadors Care, Best Buddies, Women of Tomorrow, etc)

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

Self-Awareness - Know who support staff are to share moments of need for conflict mediation, report harrassment/bullying, mindfulness of self and emotional/mental health support

Self-Management - Mindfulness of self and own emotions and values

Social Awareness - Mentoring and intervention conversations that help to build perspectives that the students might be able to relate to, with the goal of reducing a cause for potential conflict, and work towards resolution and/or acceptance/tolerance.

Relationship Skills - Mediations in lieu of or in conjunction with disciplinary consequences when available - building relationships on conversations that employ reflective strategies and mindfulness of each person's situation

Responsible Decision-making - Through all PASL conversations, 4 years as routine now, 9th Grade

Personalization Hour Presentations and grade level assembly includes the importance of making Value-based decision making as opposed to Emotionall-based decision making; understanding that emotions are short term and may result in spontaneous behaviors that conflict with achieving long term goals.

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

SEL strategies are practiced throughout the campus through initiatives such as PASL (Personalization for Academic and Social emotional Learning) at the 9th Grade Level, "Start with Hello" activities and presentations for all students, The LISTEN Movie presented last year with follow-up curricular activities available to the 10-12th grade Personalization Periods this year, and SEL professional development offered every Professional Study Day. We offer our 9th Grade students NHS Student Mentors/Tutors during their Personalization Periods. Additionally, we have started a new program called Bobcats Got Your "BAC" (Bobcat Ambassadors Care), where when students are newly enrolled to WBH, a Class Officer/Senator from at the same grade level as the new student is called on to offer a tour of the campus to assist the new student with culture, classroom locations, and key staff to recognize as they acclimate to WBH.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
<p>Best Practice #1 Incorporating through weekly PLCs and professional study days. Best Practice #2 Train all teachers on the new components of the MTSS/RtI process as well as the BASIS data system. Best Practice #3 Continuing to engage all stakeholders through positive communication to support student's needs. Best Practice #4 Continued professional development in the areas of using data to determine student learning needs to increase the number of learning gains of the lowest 25 percent in both reading and math.</p>	<p>Administration, Literacy Coach, Department Chairs and Team Leaders</p>	<p>5/18/2019</p>	<p>Continued professional development in the implementation of Khan Academy, scaling up the PASL initiative, and implementation of the MTSS/RtI.</p>	

School Improvement Plan (SIP)

School Name Western HS (2831)

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
College and Career Readiness Mathematics	Wednesday	1st3rd	9/3/2018 - 5/31/2019	7:10 AM - 7:40 AM	10, 11, 12
Biology	Wednesday	1st3rd	9/3/2018 - 5/31/2019	7:10 AM - 7:40 AM	9, 10, 11, 12
Visual Arts	Wednesday	1st3rd	9/3/2018 - 5/31/2019	7:10 AM - 7:40 AM	9, 10, 11, 12
Reading	Wednesday	1st3rd	9/3/2018 - 5/31/2019	7:10 AM - 7:40 AM	9, 10, 11, 12
Physical Education	Wednesday	1st3rd	9/3/2018 - 5/31/2019	7:10 AM - 7:40 AM	9, 10, 11, 12
Students with Varying Exceptionalities	Wednesday	1st3rd	9/3/2018 - 5/31/2019	7:10 AM - 7:40 AM	9, 10, 11, 12
English Language Arts	Wednesday	1st3rd	9/3/2018 - 5/31/2019	7:10 AM - 7:40 AM	11

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Performing Arts	Wednesday	1st3rd	9/3/2018 - 5/31/2019	7:10 AM - 7:40 AM	9, 10, 11, 12
Chemistry	Wednesday	1st3rd	9/3/2018 - 5/31/2019	7:10 AM - 7:40 AM	9, 10, 11, 12
World History	Wednesday	1st3rd	9/3/2018 - 5/31/2019	7:10 AM - 7:40 AM	10
Physics	Wednesday	1st3rd	9/3/2018 - 5/31/2019	7:10 AM - 7:40 AM	9, 10, 11, 12
English I	Wednesday	1st3rd	9/3/2018 - 5/31/2019	7:10 AM - 7:40 AM	9
World Languages	Wednesday	1st3rd	9/3/2018 - 5/31/2019	7:10 AM - 7:40 AM	9, 10, 11, 12
English IV	Wednesday	1st3rd	9/3/2018 - 5/31/2019	7:10 AM - 7:40 AM	12
Algebra I	Wednesday	1st3rd	9/3/2018 - 5/31/2019	7:10 AM - 7:40 AM	9, 10, 11, 12
Algebra II	Wednesday	1st3rd	9/3/2018 - 5/31/2019	7:10 AM - 7:40 AM	9, 10, 11, 12
US History	Wednesday	1st3rd	9/3/2018 - 5/31/2019	7:10 AM - 7:40 AM	11
English II	Wednesday	1st3rd	9/3/2018 - 5/31/2019	7:10 AM - 7:40 AM	10
Geometry	Wednesday	1st3rd	9/3/2018 - 5/31/2019	7:10 AM - 7:40 AM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
CTACE	Wednesday	1st3rd	9/3/2018 - 5/31/2019	7:10 AM - 7:40 AM	9, 10, 11, 12
Government and Economics	Wednesday	1st3rd	9/3/2018 - 4/30/2019	7:10 AM - 7:40 AM	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	919	19.30	7.20	13.50	15.20	12.60
10	894	22.60	6.40	17.10	13.60	14.30
11	856	25.20	6.00	25.90	6.20	16.00

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	716	44.80	5.00	11.70	0.00	10.50

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

Students are referred to RTI for academic interventions.

PASL identifies students, particularly in grades 9 and 10, that are not having academic success; teachers meet with specific students on continual basis (through their personalization period) to provide guidance for these students.

Guidance counselors conduct "Senior Checks," whereby they identify students that may not make the requirements to graduate and provide these students options to successfully graduate.

Guidance and Administrators utilize BASIS 3.0 to identify students that have been marked as students with early warning indicators and they meet with those students to address academic concerns.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday Thursday	2nd, 4th	5/29/2018 - 5/30/2019	1:40 PM - 2:40 PM
Wednesday	1st, 3rd	9/26/2018 - 5/29/2019	7:10 AM - 7:40 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
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
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File Name	Meeting Month	Document Type	Uploaded Date
Western-HS-SAC-Membership.pdf	October	None	10/26/2018
SAF-Agenda-10-17-18.pdf	October	None	10/24/2018
SAC-SAF-Meeting-Schedule.pdf	October	None	10/24/2018
A+-Dist-Proposal-Accepted.pdf	October	A+ Funds	10/24/2018
SAF-ByLaws-Ratified.pdf	October	SAF ByLaws	10/24/2018
2018-19-SAC-ByLaws-Ratified.pdf	October	ByLaws	10/24/2018
SAC-SAF-Sign-In-10-17-18.pdf	October	A+ Funds	10/24/2018
SAC-SAF-Sign-In-9-12-18.pdf	September	None	10/24/2018
SAC-SAF-Sign-In-8-22-18.pdf	August	None	10/24/2018
SAC-Minutes---Sept.-12-2018(1).doc	October	None	10/23/2018
SAC-AUGUST-22-2018.docx	October	None	10/23/2018
SAC-Agenda-Form-9-12-18.pub	October	Developed	10/15/2018
SAC-Agenda-Form-8-22-18.pub	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
6	661	9 of 68	35	121	241

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?

Western High School has identified that the lowest 25% quartile for both reading and math continue to remain our greatest areas of concern and have the greatest need for remediation. Attention for these two areas have been in the focus for improvement strategy for last year, but based on the data, we feel there is still room for improvement.

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

Students identified in our lowest 25% quartile will be pulled from time to time for remediation in reading and math; or when these students represent the largest segment of a given class, a visit from a specialized reading or math coach will be used to bolster instruction that is being delivered in classes that are not traditional math or reading classes. Students will be repeatedly assessed and remediated whenever the possibility exists to help improve scores and the use of CARE cycles will be implemented by all teachers that have these students in their respective classrooms. In order to improve teaching and learning professional development on accountable strategies will be delivered to teachers and implemented in instruction. A school-wide aligned instructional focus calendar based on the ELA standards will be followed across curriculums.

In the area of Mathematics, the students in the lowest 25% quartile made gains as measure by the End of Course Exam in Algebra 1. Accountable strategies will be used in working through and solving math problems. An after school tutoring program as well as Algebra Camp for students who need credit recovery will be provided for remediation.

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

Teachers with the greatest amount of success factors, as identified in student assessment, will continue to share Best Practices with the others in their respective PLCs toward duplicating the successful strategies with thier

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

During the 2018-2019 school year our focus is to continue improving our lowest 25% quartile reading assessment proficiency level. To accomplish this we focus on the Reading and the English Language Arts classes. Students are given supplemental instruction in afterschool tutoring programs.

Teachers are implementing 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 calendar. The RTI group will identify struggling students, design interventions and monitor the students progress. We will accomplish this by using common planning periods where instructional focus calendars aligned 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 compiled and analyzed. Data chats will be conducted. Teachers will conduct in class remediation with students who performed poorly on the assessments.

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?

Teachers implemented an instructional focus calendar, assessed the students using mini-assessments following the Curriculum, Assessment, Remediation, Enrichment (CARE) cycle, and will closely monitor student achievement on a weekly basis.

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

The RTI group will identify struggling students, design interventions and monitor the students progress.

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)?

Not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms, so the model of differentiated instruction requires our teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum.

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

Students that have not met FSA reading requirements are scheduled into reading courses that address the gaps in reading achievement. Students are administered FAIR testing throughout the year to monitor reading progress. Teachers in these courses also utilize Kahn Academy, Newsela, and the Edge Reading Program, in order to improve academic success.

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 Biology courses, USA Test Prep is being utilized to provide students with access to texts that replicate what is commonly seen on the Biology EOC exam. Teachers at all grade levels encourage students to use Khan Academy, Newsela, Vocabulary.com, and Horizon for the ELL students. In all courses, supplemental readings are used to provide rigor in the classroom.

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

PASL program is the primary source of SEL within our school, which is more definitively described in the SEL Section of the School Improvement Plan. Personalization periods are also used to provide students with personalized SEL contact. The school also employs a Behavior Specialist to assist with problematic students.

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

Children are being taught through modeling and coaching to recognize how they feel or how someone else might be feeling. By prompting the use of a conflict-resolution skill and using dialoguing to guide students through the steps can be an effective approach to helping them apply a skill in a new situation; Peer Counselors are assisting in this process.

Through class meetings students are encouraged to practice group decision-making and setting classroom rules.

Students learn cooperation and teamwork through participation in team sports and clubs.

Through NHS / Spanish NHS, Latinos in Action and FEA Classes, cross-age mentoring, in which a younger student is paired with an older one, can be effective in building self-confidence, a sense of belonging, and enhancing academic skills.

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

PASL program remains the primary source of SEL within our school, which is more definitively described in the SEL Section of the School Improvement Plan. Peer Counselors are provided with social emotional learning and encouraged to assist others with their social emotional learning. Through NHS / Spanish NHS, Latinos in Action and FEA Classes, cross-age mentoring, in which a younger student is paired with an older one, can be effective in building self-confidence, a sense of belonging, and enhancing academic skills, this support goes a long way toward emotional learning at Western High School.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Study Hall teachers will progressively monitor student performance in risk areas.	Study Hall teachers	1/7/2019	PASL Training	