

School Improvement Plan (SIP)

School Name Atlantic Technical College and High School (2221)

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
High School PLC	Wednesday	1st2nd3rd4th5th	8/8/2018 - 5/15/2019	1:50 PM - 2:30 PM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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	164	3.00	3.00	0.60	1.20	0.60
10	157	5.10	2.50	2.50	1.30	2.50
11	141	2.80	3.50	5.70	0.00	0.70
12	191	12.60	0.50	1.00	0.00	0.00

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

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

Student grades and GPAs are evaluated multiple times each quarter. School counselors pull a D/F report four and eight weeks into the quarter. They solicit input from the classroom teacher and discuss grades with students to determine an action plan. They then monitor the students and document on the L27 panel. Students who drop below the required 2.5 GPA are placed on Academic Probation. A conference is held with the student, parents, administrator, and school counselor where a plan is developed to help the student improve.

Since attendance is key to academic success, it is monitored very closely. Interventions occur in the following intervals: 3, 5, and 10 days of absences. For students currently identified with documented needs, teachers follow the IEP or 504 Plan for instructional accommodations and support services as required.

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	4th	9/20/2018 - 5/30/2018	8:30 AM - 11:00 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<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
ATC-Staff-Survey-Results.pdf		10/12/2018
ATC-Parent-Survey-Results.pdf		10/12/2018
ATC-Student-Survey-Results.pdf		10/12/2018

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
2221_September2018Meeting_SignIn_Agenda_Minutes.pdf	September	Developed	10/25/2018
18.19-SAC-ByLaws.pdf	September	SAC ByLaws	10/15/2018
Committee-Membership-2018-2019.pdf	September	None	10/15/2018
SAC_SAF-Meeting_18_19.pdf	July	None	7/19/2018

BEST PRACTICE #4**Scaling Up BEST Practices****CONTINUOUS IMPROVEMENT**

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	839	3 of 59	10	16	31

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 a small community of learners, Atlantic Technical College and Technical High School has achieved outstanding results. In the 2017-2018 school year the percent of students scoring satisfactory or higher: Reading 92%, Math 91%, Science 96%, and Social Studies 98%. In both ELA and Math, 64% of our students made learning gains and of the lowest 25th percent, 75% achieved gains.

An area we will focus on for improvement will be in the areas of 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?

Atlantic Technical College and Technical High School, with an increase in the number of students on free and reduced lunch, moved up from Band 5 to Band 4. Currently ATC is ranked third out of fifty-nine schools in SES Band 4 and only 31 points separate us from being at the top of the Band. Through our focused and authentic professional learning communities (PLC), Atlantic Technical College and Technical High School will continue our study of high-yield strategies that improve student achievement, particularly in learning gains for both reading and math.

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

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

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

ATC utilizes several progress monitoring tools. From the state, we use data from the Florida Standards Assessments and the End of Course Exams. The ELA data is collected once per year but since we are on a block schedule, the rest are assessed twice per year. Additionally, ATC employs Khan Academy which is linked to specifics for each student. Using the student results, Khan Academy adapts and tailors individual lessons to meet the unique needs of the individual. Students are given instructional videos and then opportunities to practice. Classroom teachers monitor students weekly to address deficiencies and provide help.

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

A partnership between ATC's certified school counselors and classroom teachers proves to be the best vehicle for insuring fidelity for our students not progressing. Classroom teachers use strategies to assist students in reaching school and District goals. If these are not effective, a report is created in BASIS and a new strategy is employed. The counselors meet with students to discuss any barriers to success. Parents are included in the discussion at every step. If there is no improvement, then the student is referred to the RtI process.

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 teachers at ATC utilize the UDL framework in their classrooms. Instruction is delivered in multiple channels such as discussion, readings, digital media, and multimedia presentations to support the various ways individuals learn. Students have many different opportunities to demonstrate their understanding including traditional tests, papers, art, multimedia presentations or recordings. Classroom practices include multiple means of engagement to support affective learning through activities such as collaborative learning, instructional games and simulations, and real and virtual tours.

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

All students at ATC participate in a Florida Standards based curriculum through research-based practices, flexible groups are utilized to differentiate instruction, and with frequent monitoring of progress. Through classroom observations and walk-throughs, artifacts provide evidence that the Tier 1 Standards-Based classroom instruction is

being implemented including: room set-up, posted rules, instructional bulletin boards, unit plans, standard posted for lesson, word/vocabulary walls, resource bins, teacher feedback (verbal & written), formative and summative assessments, rubrics, peer feedback, and the use of student data 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?

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

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

ATC will help students develop social and emotional competence through several types of approaches. These include (1) infusing SEL in teaching practices to create a learning environment supportive of SEL, (2) infusing SEL instruction into an academic curriculum, (3) creating policies and organizational structures that support students' social and emotional development, and (4) directly teaching SEL skills in free-standing lessons. SEL programming can happen in the context of regular curriculum and instruction activities, but it can also take place through activities such as health promotion and character education, or through prevention efforts such as those that target violence, substance use, or dropout. Students receiving quality SEL instruction have:

- Better academic performance: achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction.
- Improved attitudes and behaviors: greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior.
- Fewer negative behaviors: decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals.
- Reduced emotional distress: fewer reports of student depression, anxiety, stress, and social withdrawal.

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

The SEL Core Competencies are:

- * Self-awareness: recognizing and labeling one's feelings and accurately assessing one's strengths and limitations.
- * Self-management: regulating emotions, delaying gratification, managing stress, motivating oneself, and setting and working toward achieving goals.
- * Social awareness: showing empathy, taking others' perspectives, and recognizing and mobilizing diverse and available supports.
- * Relationship skills: clear communication, accurate listening, cooperation, nonviolent and constructive conflict resolution, and knowing when and how to be a good team player and a leader.
- * Responsible decision making: making ethical choices based on consideration of feelings, goals, alternatives and outcomes, and planning and enacting solutions with potential obstacles anticipated

Research on SEL implementation suggests that the most effective strategies include four elements represented by the acronym SAFE: (1) Sequenced—connected and coordinated activities to foster skills development; (2) Active—active forms of learning to help students master new skills; (3) Focused—containing a component that emphasizes developing social and emotional skills; and (4) Explicit—targeting specific social and emotional skills.

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

School-wide, ATC has created a team for the long-term implementation of SEL. This team has a plan with goals, and an action plan to work towards achieving them. To support SEL, there are several CASEL recommended, interrelated activities to use. They are best organized into cycles with frequent checks and we understand that it will most likely require more than the current school-year to bring to fruition. Factors such as the history and present status of SEL-related programming, staff knowledge of SEL, school climate, sociodemographic factors, leadership style and history, and current mandates and priorities, as well as the school's capacities, will determine the timing and sequencing of these activities.

Activity 1: Build a school infrastructure that can support SEL.

Activity 2: Assess how well-coordinated your school's SEL programs are.

Activity 3: Assess your school's culture and climate.

Activity 4: Articulate shared values, themes, and essential life habits.

Activity 5: Provide consistent and ongoing opportunities for students to practice SEL skills.

Activity 6: Improve faculty readiness to teach SEL.

Activity 7: Connect to those who are walking the walk.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Extended Learning Commons hours to provide access to online resources and applications for students who may not have computer or internet access at home.	Vicky LaPorte/ Media Specialist	5/30/2019		
School-wide PLCs that focus on high-yield instructional strategies and sharing best practices to improve student achievement.	Vicky LaPorte/ HS Department Heads/ Classroom Teachers	5/30/2019		
AEP/ AP Refresh/ EOC Tutoring/ In-class SAT Prep/ Khan Academy	Vicky LaPorte, AEP Instructors, Classroom Teachers		College Board Training, Canvass Platform, Khan Academy, High Yield Strategies	
Monitor and support students and parents through internal tracking (attendance, grades, credits earned and college readiness), provide AEP sessions and enrichment opportunities, conferences, and seminars.	Vicky LaPorte/ BRACE Advisor/ Certified School Counselors/ AEP Instructors	5/30/2019		
Extended Learning Commons hours to provide access to online resources and applications for students who may not have computer or internet access at home.	Vicky LaPorte/ Media Specialist	5/30/2018		
Industry certification prep and reimbursement	Neeta Rancourt/ CTE Advisor/ Technical Program Teachers	5/30/2019		\$2,000.00
Employability Handbook	Nicole Willis, Job Placement	5/30/2019		\$2,600.00
School-wide PLCs that focus on high-yield instructional strategies and sharing best practices to improve student achievement.	Vicky LaPorte/ HS Department Heads/ Classroom Teachers	5/18/2019		
Monitor and support students and parents through internal tracking (attendance, grades, credits earned and college readiness), provide AEP sessions and enrichment opportunities, conferences, and seminars.	Vicky LaPorte/ BRACE Advisor/ Certified School Counselors/ AEP Instructors	5/30/2019		
AEP/ AP Refresh/ EOC Tutoring/ In-class SAT Prep/ Khan Academy	Vicky LaPorte/ AEP Instructors/ Classroom Teachers	5/30/2019	College Board Training, Canvass Platform, Khan Academy, High Yield Strategies	

School Improvement Plan (SIP)

School Name Bright Horizons K-12 (0871)

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
Team 5	Wednesday	1st3rd	8/22/2018 - 5/29/2019	2:15 PM - 3:00 PM	11, 12
Leadeship	Friday	1st2nd3rd4th5th	8/24/2018 - 5/31/2019	12:30 PM - 1:00 PM	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Team 4	Wednesday	2nd4th	8/22/2018 - 5/29/2019	2:30 PM - 3:00 PM	
Team 3	Wednesday	2nd4th	8/22/2018 - 5/29/2019	2:15 PM - 3:00 PM	7, 8, 9, 10, 11
Team 2	Thursday	1st3rd	8/23/2018 - 5/30/2019	2:15 PM - 3:00 PM	4, 5, 6, 7
Team 1	Wednesday	2nd4th	8/22/2018 - 5/29/2019	2:15 PM - 3:00 PM	K, 1, 2, 3, 4

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	5	100.00	0.00	0.00	0.00	0.00

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
01	8	62.50	0.00	0.00	0.00	0.00
02	11	54.50	0.00	0.00	0.00	0.00
03	9	44.40	0.00	0.00	0.00	0.00
04	13	30.80	0.00	0.00	0.00	0.00
05	6	66.70	0.00	0.00	0.00	0.00
06	8	50.00	0.00	0.00	0.00	0.00
07	10	40.00	0.00	20.00	0.00	20.00
08	15	46.70	0.00	0.00	0.00	0.00
09	9	55.60	0.00	0.00	0.00	0.00
10	16	43.80	0.00	6.30	0.00	6.30
11	9	44.40	0.00	0.00	0.00	0.00
12	45	22.20	0.00	0.00	0.00	0.00

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

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

Student grades and GPAs are evaluated multiple times each quarter. School counselors pull a D/F report four and eight weeks into the quarter. They solicit input from the classroom teacher and discuss grades with students to determine an action plan. They then monitor the students and document on the L27 panel. Students who drop below the required 2.5 GPA are placed on Academic Probation. A conference is held with the student, parents, administrator, and school counselor where a plan is developed to help the student improve.

Since attendance is key to academic success, it is monitored very closely. Interventions occur in the following intervals: 3, 5, and 10 days of absences. For students currently identified with documented needs, teachers follow the IEP or 504 Plan for instructional accommodations and support services as required.

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Friday	1st, 2nd, 3rd, 4th, 5th	8/24/2018 - 5/31/2019	1:00 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	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p>	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

--

File Name	Meeting Month	Document Type	Uploaded Date
SAC-ByLaws-pg-3.jpg	October	SAC ByLaws	10/15/2018
SAC-ByLaws-pg-2.jpg	October	SAC ByLaws	10/15/2018
SAC-ByLaws-pg-1.jpg	October	SAC ByLaws	10/15/2018
SAC-Composition-Report-2018.jpg	October	None	10/15/2018
agenda-10_2-2018.docx	October	Developed	10/15/2018
SAC_Meeting_10_2_2018.pdf	October	Developed	10/15/2018
SAC-Sign-in_10_2_2018.jpg	October	Developed	10/15/2018
sign-in-10_2_2018.jpg	October	Developed	10/15/2018
Sac-Meeting-Dates-2018.pdf	October	None	10/9/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

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

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

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

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

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

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

Bright Horizons has partnered with BoardMaker On-Line. The collaborative working relationship has enabled this supplementary curriculum to focus on mastery of the alternative standards. Throughout the year, staff will continue training and implementation of this specific curriculum. Unique learning is also used for pre/post data on ELA access points. Quarterly data chats and progress monitoring will be done by administration.

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

Quarterly data chats and progress monitoring will help identify students in need of additional modifications to ensure 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)?

All students staffed in to Bright Horizons School have significant cognitive disabilities and function well below grade level. All students have Individualized Educational Plans (IEP) as well as individual behavior and communication strategies.

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

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

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?

Boardmaker online, Unique Learning, Reading Wonders and supplemental materials that align with the Florida Sunshine State Standards Access Points are used in every classroom. Modifications are on an individualized basis depending on the student's need.

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

Students have social/emotional goals according to their Individual Education Plan (IEP)

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

Every classroom focuses on the five competencies as it pertains to the level of their students. Role play, social stories and specific lessons are taught to reinforce social emotional concepts.

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

All students have IEPs that address social/emotional targets. Progress monitoring on specific goals is done on a quarterly basis. Individual concerns are brought to the Leadership Team to consider further strategies and supports if needed.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Students will demonstrate acquisition of mathematical concepts through participation in ULS/Boardmaker On-Line activities and the resulting work products	Instructional Staff	5/31/2019	Team PLCs	\$0.00
All students will participate in matching and sequencing in a variety of real-world tasks (assembling/disassembling, completing a work system, completing real-world routines, following schedules, etc.)	Instructional Staff	5/31/2019	Team PLCs	\$0.00
Students will use adaptive technology to access reading benchmarks (Smart/Promethean Boards, classroom computers, iPads, augmentative devices, etc)	Instructional Staff	5/31/2019	Team PLCs	
Students will continue to demonstrate acquisition of pre-reading skills according to their ability level as demonstrated by their score on comprehension questions related to weekly stories in Boardmaker On-Line/Reading Program	Instructional Staff	5/31/2019	Team PLCs	\$1,500.00

School Improvement Plan (SIP)

School Name Broward Virtual (3921)

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
SCHOOL COUNSELORS	Wednesday	2nd	8/15/2018 - 5/9/2019	10:00 AM - 11:00 AM	9, 10, 11, 12
SCIENCE, COMPUTER SCIENCE, CONSUMER SCIENCE	Wednesday	2nd	8/15/2018 - 5/9/2018	10:00 AM - 11:00 AM	9, 10, 11, 12
CTSS,RFCS,SOCIAL MEDIA	Wednesday	2nd	8/15/2018 - 5/9/2018	10:00 AM - 11:00 AM	9, 10, 11, 12
SOCIAL SCIENCE	Wednesday	2nd	8/15/2018 - 5/9/2018	10:00 AM - 11:00 AM	9, 10, 11, 12
FOREIGN LANGUAGE	Wednesday	2nd	8/15/2018 - 5/9/2018	10:00 AM - 11:00 AM	9, 10, 11, 12
ENGLISH LANGUAGE ARTS	Wednesday	2nd	8/15/2018 - 5/9/2018	10:00 AM - 11:00 AM	6, 7, 8, 9, 10, 11, 12
HOPE,LMS,PE	Wednesday	2nd	8/15/2018 - 5/9/2018	10:00 AM - 11:00 AM	9, 10, 11, 12
MATH	Wednesday	2nd	8/15/2018 - 5/9/2018	10:00 AM - 11:00 AM	6, 7, 8, 9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
06	26	7.70	0.00	7.70	7.70	0.00
07	33	3.00	6.10	3.00	0.00	0.00
08	38	2.60	0.00	0.00	2.60	0.00
09	45	0.00	0.00	0.00	8.90	0.00
10	42	4.80	2.40	0.00	4.80	0.00
11	60	0.00	0.00	0.00	1.70	0.00
12	73	5.50	2.70	0.00	0.00	1.40

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

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

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

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

STUDENT PACING PROCEDURES

Pace charts drive the student’s progress. Pace charts must have a beginning date and an end date that are determined by the teacher during the welcome call.

Students may utilize the entire semester to sequence their pace charts. Teachers have the discretion to adjust student pace charts to promote course completion.

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

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

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

Tiered Support

Tier 1- Behind 1 week of submission:

i, Teacher contact both the student and parents

i, Teacher provide interventions such as review student schedule, extra help,

review how to submit assessments, zero place holder, set a reasonable time frame to submit missed work

Tier 2- Behind 2 weeks of submission:

i, Teacher will refer student to guidance

i, Utilize the RTI form and include interventions on the form

Tier 3- RTI Meeting:

i, RTI team will provide recommendations for interventions

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

i, Guidance will update the team of teachers

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

Broward Virtual School
RTI Referral

Student's Name _____ Date _____

Teacher's Name: _____ Subject _____

Concerns: Academic _____ Behavior _____
Pacing _____ Grades _____

Other: _____

Please indicate start date and duration of each applicable intervention:

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

RTI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	8/14/2018 - 6/5/2018	1:00 PM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
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
2018-A+-Funds-Documentation_BVS.pdf	November	A+ Funds	11/6/2018
October-minutes-2018.pdf	October	Developed	11/6/2018
SAC_Agenda_November_2018.pdf	November	Monitored	11/5/2018
BVS-SAC-COMPOSITION-2018.pdf	October	SAC ByLaws	10/10/2018
BVS-SAC-BY-LAWS-2018_2019.pdf	October	SAC ByLaws	10/10/2018
OCTOBER-SIGN-IN.pdf	October	Developed	10/10/2018
September-Minutes.pdf	October	SAC ByLaws	10/9/2018
SAC_Agenda_October_2018.pdf	October	Developed	10/9/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC_Agenda_Sept_2018.pdf	September	SAC ByLaws	9/19/2018
2018_19-SAC-MEETING-SCHEDULE.pdf	September	SAC ByLaws	9/19/2018
SEPT-SIGN-IN-SAC-2018.pdf	September	SAC ByLaws	9/5/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

Based on the 2017-2018 Math 6-8 FSA exam scores, proficiency in 2019 Math 6-8 FSA will be the focus for improving student achievement in 2018-2019.

Additionally, the ELA Department created a goal to maintain our high level of proficiency. We have many new students attending BVS Full Time and teachers want a goal to maintain our high expectations and proficiency passing rates.

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

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

The ELA Department will hold at least five face to face Academic Seminars to hone ELA skills.

The last face to face session is an in-depth FSA collaborative practice.

In addition, ELA 6th-10th Grade teachers target Level 2 students for systematic weekly reading practice skill sessions using Canvas, Newsela, and USA Test Prep.

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

The Broward Virtual School Math Team PLC focus in 2018-2019 is to enhance student proficiency in Florida Standards (learning goals) through ongoing measurement via discussion based assessments, performance scales. Ongoing progress will be measured using local benchmark assessments. Instructional, face to face student workshops focusing on gaps identified in the online curriculum will be offered throughout the school year. The focus of the workshops, live lessons, and USA Test Prep will be based on the following:

- 6th and 7th grade
 - o Ratio and proportional relationships
 - o Expressions and equations
 - o Geometry
 - o Statistics and Probability
 - o Number system
- 8th grade
 - o Expressions and Equations
 - o Functions
 - o Geometry
 - o Statistics, Probability and the Number System
- Online resources, enrichment lessons will be provided to students for review; USA Test Prep and FSAssessments.org

The ELA Team will also provide instructional, face to face student workshops focusing on gaps identified in the online curriculum.

Additionally, Targeted Level 2 students in 6th-10th Grade were placed in an Intensive Reading Class using the CANVAS system.

The Reading teachers use a variety of online platforms such as Common Lit, Newsela, USA Test prep and teacher created authentic materials. All areas of the Reading Strands in CPalms are covered.

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

For both Math and ELA, weekly data is collected using USA Test Prep and Virtual Course assessments.

The ELA Team also uses weekly Newsela Reading Data.

The Math team offers a Mid Year Benchmark test.

The ELA Team will be utilizing the FAIR as a mid year Benchmark test.

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

The continuous cycle of RTI, DBA's, and PLC's are the umbrella of ensuring the fidelity of students not progressing towards school and district goals.

Our past data proves that we are indeed ensuring the close monitoring of students' proficiency and we have system checks in place to make sure every student is progressing.

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)?

Broward Virtual students have full accessibility to the UDL for effective instructional design and delivery of teaching.

Our courses stimulate interest and motivation for learning, present content in engaging and variety of ways, and differentiate the ways that students can express what they know.

Students are engaged in performance based projects and assessments, utilize technology to express mastery of content, and provide meaningful, authentic ways for students to verbalize knowledge.

The modality of learning online is already a step in all three principles of UDL.

The instructors at BVS take it a step further by keeping careful track of gaps in instruction and remediate as necessary with Live Lessons and Face to Face Academic Seminars.

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

All Broward Virtual School students receive instruction within an evidenced based, scientifically researched core program that is aligned with state standards.

As soon as an online student demonstrates challenges or deficiencies that prevent them from working effectively, the RTI system is utilized. Administration works closely with the School Counselors who work hand in hand with the instructors to ensure every student is on pace.

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?

Broward Virtual School utilizes FLVS courses for the core textbook for all grade levels. Additionally each department has access to Broward's core and supplemental texts. Leadership Team teachers regularly engage with District PD and utilize supplemental material through Canvas, Newsela, and Vocabulary.com. Two teachers are Newsela Certified Educators and one teacher is a Newsela Teacher Trainer.

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

Broward Virtual School is committed to cultivating a personalized learning model through innovative teaching and evolving educational technologies to prepare students for college and career success. The Broward Virtual School learning experience will provide students with an individualized, rigorous and engaging instructional model through a technology driven, interactive format.

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

The five competencies are integrated school-wide by implementing a comprehensive service program through open communication and individualized support for students and families as they engage in academic learning, social & emotional growth in an innovative e-learning environment.

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

Broward Virtual School offers a unique school policy of one one one registration and orientation with students and families. Each and every student's unique and individual needs, both academically and in regards to social emotional learning, is documented in our Florida Virtual School, Virtual School Administrator (VSA) account and when applicable, in the RTI Database. Teachers share documentation logs in the VSA system, which creates an ongoing cycle of communication to support student's academic and social emotional learning. Due to our unique monthly Discussion Based Assessment (DBA) requirement in every class with every teacher, students engage with personal one on one monthly conferences with teachers. Monthly calls with Parents and Guardians are also required. This structure creates a personalized rapport with our families and helps to bridge the gap for social emotional learning that the student might not get in a brick and mortar school. Many of our students come to BVS for this very reason. We excel in this area!

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
Face to face enrichment activities, weekly live lessons, and individualized teacher intervention as outlined in the Scaled Up section.	6th-8th Grade ELA teacher Jennifer Pulitano, 9th Grade ELA teacher Shari Wasser, and 10th Grade ELA teacher and Department Team Leader Nadine Lallouz.	5/31/2019	Canvas Training, Newsela Certified Educator Training, and PLC Monthly Collaboration sessions.	2,000\$ allocated for USA Test Prep licensing and \$35,000 allocated for FLVS course licensing.
Face to face enrichment activities, weekly live lessons, and individualized teacher intervention as outlined in the Scaled Up section.	6th and 8th grade Math teachers_ Rachel Notowitz and Melanie McCutcheon as well as Math Department Team Leader, Lisa Bescanson-Wilson.	5/31/2019	Professional Development_ Monthly PLC Meetings	2,000\$ allocated for USA Test Prep licensing and \$35,000 allocated for FLVS course licensing.

School Improvement Plan (SIP)

School Name College Academy (3851)

School Year 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 and Student Services	Friday	2nd	8/20/2018 - 6/20/2019	10:00 AM - 11:00 AM	11, 12
English Department	Friday	2nd	8/20/2018 - 6/20/2019	10:00 AM - 11:00 AM	11, 12
Math Department	Friday	2nd	8/20/2018 - 6/20/2019	10:00 AM - 11:00 AM	11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
11	228	0.40	0.00	0.00	0.00	0.00
12	169	0.60	0.00	0.00	0.00	0.00

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

College Academy instructors have office hours daily from 9:30am - 11:30am. During office hours, instructors are available to support struggling students individually or in small groups. Students self refer or are invited to attend office hours. If a student's grade falls to a C or lower, College Academy instructors immediately notify parents of resources for assistance including office hours as well as the additional FREE resources provided by Broward College, including FREE tutoring in the Academic Resource Center. College Academy uses a Peer Tutoring program sponsored by our National Honor Society. Our Senior students volunteer their time to support our Junior students in math and science or to serve as mentors for our Juniors who may be struggling with the transition. If a student continues to struggle, we move to full parent/teacher in school conference to discuss resources and are more directive in setting up a schedule for support.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Friday	3rd, 4th	9/21/2018 - 6/20/2018	9:30 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	
<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
Student-Survey.pdf		10/18/2018
CABCParentSurvey.pdf		10/18/2018
CABC-Staff-surveys.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
october18agenda.pdf	October	Monitored	11/6/2018
oct18-signin.pdf	October	Monitored	11/6/2018
sept18-signin.pdf	September	SAC ByLaws	11/6/2018
Sept2018-Minutes.pdf	November	Monitored	11/2/2018
SAC-Composition-Report.pdf	November	None	11/2/2018
Sept2018-Agenda.pdf	October	Monitored	10/26/2018
SAC-ByLaws-2018-2019.pdf	October	SAC ByLaws	10/26/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
7	200	47 of 48	219	345	689

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?

Due to the unique nature of our program, the College Academy will not be able to make gains over the other schools in our SES Band. Our school only serves 11th and 12th grades. We will only be scores on Graduation Rate (currently at 100%) and College/Career Ready data (also currently at 100%). We often have to create our own unique school improvement goals. 100% of our students apply to and are admitted to a four year university. We will continue to work on improving the services we provide that assist students in the admissions process.

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?

College Academy incorporates Khan Academy test preparation program in the second semester support class called CA102. All Juniors will participate in this support class this school year.

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

In addition to Khan Academy, College Academy instructors will offer supplemental test prep seminars that will target specific academic skills that are shown as weak areas based on PSAT data.

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

Number of Juniors who will take a SAT or ACT this school year. Data will be collected each month SAT and/or ACT data becomes available.

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

Due to the unique nature of our school program, all students meet the school and district goals.

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

Students must pass a college entrance exam (Post Education Readiness Test) that determines if the students are academically ready for college level work in order to be eligible to enroll in the College Academy at Broward College. Students with any type of disability are referred to the Office of Disability Services at Broward College to review accommodations available at the college that can be implemented in classes.

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

Broward College determines the standards for the classes taught by College Academy instructors.

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?

Broward College assigns all instructional materials that are used in courses.

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

College Academy offers peer tutoring and peer mentoring to all students.
College Academy participated in Start With Hello - new partnership with BCPS and Sandy Hook Promise
College Academy hosts "Together Tuesdays" - students are invited to participate in activities on Tuesdays that facilitate community and connections
Due to the unique nature of the program- students must meet regularly with their professors during office hours for extra assistance and mentoring
The College Academy National Honor Society chapter regularly engages in service projects to school and community

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Increase test preparation activities by integrating Khan Academy into CA102 classes and offering Saturday test prep events.	College Academy Faculty	6/20/2019		\$2,500.00

School Improvement Plan (SIP)

School Name Community Center North (3941)

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.

No Meeting Schedule

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

College Academy instructors have office hours daily from 9:30am - 11:30am. During office hours, instructors are available to support struggling students individually or in small groups. Students self refer or are invited to attend office hours. If a student's grade falls to a C or lower, College Academy instructors immediately notify parents of resources for assistance including office hours as well as the additional FREE resources provided by Broward College, including FREE tutoring in the Academic Resource Center.

College Academy uses a Peer Tutoring program sponsored by our National Honor Society. Our Senior students volunteer their time to support our Junior students in math and science or to serve as mentors for our Juniors who may be struggling with the transition.

If a student continues to struggle, we move to full parent/teacher in school conference to discuss resources and are more directive in setting up a schedule for support.

RtI Team Meeting Schedule

No Meeting Schedule

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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
0	N/A				

School Improvement Plan (SIP)

School Name Community Schools South (3951)

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.

No Meeting Schedule

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

College Academy instructors have office hours daily from 9:30am - 11:30am. During office hours, instructors are available to support struggling students individually or in small groups. Students self refer or are invited to attend office hours. If a student's grade falls to a C or lower, College Academy instructors immediately notify parents of resources for assistance including office hours as well as the additional FREE resources provided by Broward College, including FREE tutoring in the Academic Resource Center.

College Academy uses a Peer Tutoring program sponsored by our National Honor Society. Our Senior students volunteer their time to support our Junior students in math and science or to serve as mentors for our Juniors who may be struggling with the transition.

If a student continues to struggle, we move to full parent/teacher in school conference to discuss resources and are more directive in setting up a schedule for support.

RtI Team Meeting Schedule

No Meeting Schedule

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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
0	N/A				

School Improvement Plan (SIP)

School Name Cross Creek k-12 (3222)

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
Elementary Reading, Reading/L.A. 6-12, Science 6-12, Employability 9-12, Electives K-12, Math 6-12, Behavior/SEL K-12, Access 6-12	Friday	2nd3rd4th5th	9/15/2018 - 5/31/2018	8:35 AM - 9:15 AM	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	1	0.00	0.00	0.00	0.00	0.00
01	6	16.70	66.70	0.00	50.00	50.00
02	1	100.00	0.00	0.00	100.00	100.00
03	1	0.00	0.00	0.00	0.00	0.00

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
04	7	57.10	71.40	0.00	0.00	57.10
05	12	50.00	75.00	0.00	0.00	41.70
06	12	66.70	50.00	58.30	0.00	50.00
07	15	66.70	53.30	26.70	0.00	46.70
08	15	53.30	33.30	6.70	0.00	26.70
09	18	72.20	66.70	72.20	0.00	77.80
10	25	60.00	32.00	44.00	0.00	44.00
11	19	73.70	21.10	26.30	0.00	31.60
12	25	60.00	20.00	20.00	0.00	24.00

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

- Every student has an Individual Education Plan that addresses his/her individual needs.
- Each week the Counseling Director distributes the failing students report.
- At the interim report, the Counseling Director schedules RtI meetings with students failing core classes. The teacher, family counselor, ESE Specialist and Counseling Director. Plans for each student are written and parents are contacted.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 3rd, 5th	9/1/2018 - 5/31/2019	8:35 AM - 9:15 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-and-SAF-Agenda-9-6-18.docx	September	A+ Funds	11/6/2018
3222_10182018_SAC-SAF-MINUTES-9-6.pdf	September	SAC ByLaws	10/22/2018
Cross-Creek-School-SAC-Meeting-Dates-2018-19.docx	September	Developed	10/19/2018
Cross-Creek-School-SAC-Composition-2018-19.pdf	September	Developed	10/19/2018
SAC-BYLAWS-2018-2019.pdf	September	SAC ByLaws	10/18/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

Literacy will continue to be the focus for improving student achievement. Students demonstrated the most deficit areas based on the 2018 ELA FSA and iReady diagnostic data.

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

i-Ready will be utilized with all students enrolled in reading.
PLCs will disaggregate specific student data related to the standards and target strategies to improve those skills.
NewsELA and Vocabulary.com will be utilized to increase vocabulary skills and informational text comprehension.
Middle school students will participate in the Middle School All-Star Challenge monthly to increase academic achievement and motivation.
Literacy Coach will analyze student data on a bi-monthly basis to develop remediation plans and review differentiation strategies.

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

i-Ready will be implemented at least 45 minutes per week for all students enrolled in reading.
PLCs will disaggregate specific student data related to the standards and target strategies to improve those skills.
The Literacy Coach will disseminate and assist teachers to apply the information obtained from the Professional Learning Series for Instructional Coaches.
Monthly iReady data will be reviewed to ensure that students are making gains and instruction will be adjusted based on individualized needs.
The Literacy Coach will pull out and work with targeted students on deficit skills weekly.

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

iReady diagnostics will be conducted three times per year. Additional growth monitoring data will be collected through iReady.
Monthly iReady data will be reviewed to ensure that students are making gains and instruction will be adjusted based on individualized needs.
Teachers administering the assessments shall meet with each student after each assessment to discuss his/her results and encourage improvement.
Teachers will be including students in setting individual growth targets in reading.

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

Monthly iReady data will be reviewed to ensure that students are making gains and instruction will be adjusted based on individualized needs.
Incentives will be given school-wide based on individual gains.
Teachers will review individual growth target with students after each assessment.

The Literacy Coach will pull out and work with targeted students on deficit skills, weekly.

The Literacy Coach will assist teachers in analyzing student data and implement teaching strategies to focus on deficit skills.

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

All students have an IEP (Individual Educational Plan) that delineates specific accommodations each student requires to maximize their learning.

All teachers collaboratively participate in each students' IEP development and are given access to all of their students' IEP.

The ESE Specialists have provided professional development regarding accommodations and strategies on how to implement them.

The Literacy Coach will assist teachers in differentiating to match individual needs and learning styles with the goal of all students meeting the same high expectations.

Teachers will explore and implement processes considering multiple ways for demonstrating understanding in their PLC groups.

Reading, English, Social Studies, and Science that will keep portfolios that support students through scaffolding.

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

Flexibility is provided in the time and support each student needs to meet the standard. Teachers follow a cycle of instruction— assessment, planning, instruction, assessment, and re-teaching-so all students meet specific, clearly stated and understood, high academic standards in each content area.

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?

Grades K-5 use Journeys for Reading and ELA instruction.

Grades 6-8 use Collections for ELA and Edge for Reading.

Grades 9-12 use Collections for ELA and Edge and Ten Steps to Improve College Reading Skills.

Other supplemental/remedial programs include Newsela, i-Ready, Flocabulary, newspapers, Scholastic readers.

Access is through the media center, online textbooks, technology on site and at home as well.

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

Weekly SEL Groups are co-facilitated by Family Counselors and the classroom teachers utilizing LEAPS lessons for all students.

Elementary teachers are incorporating Sanford Harmony curriculum/activities in their weekly lesson plans.

District Character Trait education is incorporated in daily announcements and a student for each level (E,M,H)

Students are recognized during quarterly awards assemblies for demonstrating these traits.

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

Weekly SEL Groups are co-facilitated by Family Counselors and the classroom teachers to teach what these competencies look like and sound like.

All staff throughout the school model the core SEL competencies.

Instructional strategies that promote SEL are incorporated into each curriculum to establish a relationship-centered learning environment.

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

SEL competencies are an integral part of our school-wide behavior management plan.

Therapeutic support is provided to each student on a 1:1 basis as well as weekly group sessions. The focus of these sessions is on SEL competencies.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
All students will complete the diagnostics and be active in iReady for a minimum of 45 mins. per week	Classroom reading teachers	5/2/2019	iReady usage and data review	\$6,000.00
The Academic Leadership Team will devise and implement a reading and writing plan with three components including, instruction, assessment, and motivation.	Academic Leadership Team	4/30/2019	The Literacy Coach and leadership team will provide ongoing support to teachers and implement effective teaching and learning strategies based on assessments.	

School Improvement Plan (SIP)

School Name Cypress Run 7-12 (2123)

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 Focus Strategies	Tuesday	1st2nd3rd	8/21/2018 - 6/4/2018	8:15 AM - 9:15 AM	7, 8, 9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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
07	15	80.00	100.00	26.70	0.00	80.00
08	31	83.90	100.00	22.60	0.00	83.90
09	26	73.10	84.60	53.80	0.00	73.10
10	24	83.30	75.00	62.50	0.00	79.20
11	15	86.70	53.30	53.30	0.00	66.70
12	7	57.10	28.60	14.30	0.00	42.90

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

After interim reports go out, teachers submit a struggling students list to the counselors. The counselors will meet with each student on the list to discuss ways on how the students can improve. The counselor also make parent contact and schedules parent conferences.

A team of 4 teachers conduct pull-outs and push-ins to assist those students struggling in Reading and Math. Also, all students are assigned to a case manager when they enroll in Cypress Run. The case manager meets with their students once a week to discuss behavior and academics.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 3rd	9/17/2018 - 6/3/2019	10:00 AM - 12:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Cypress-Run-2123-SAC-Composition-Report.pdf	November	None	11/5/2018
Committee-MembershipCypressRun.pdf	October	None	11/5/2018
2123-Minutes-and-Sign-In-Sheets-10-09-2018-copy.pdf	October	Monitored	10/22/2018
2123-Agenda-10-09-2018.pdf	October	Monitored	10/22/2018
2123-Minutes-and-Sign-In-Sheets-09-11-2018.pdf	October	SAC ByLaws	10/22/2018
2123-Agenda-09-11-2018.pdf	October	SAC ByLaws	10/22/2018
SAC-ByLaws.pdf	October	SAC ByLaws	10/22/2018
2123-SAC-Meeting-Dates-2018-2019.pdf	October	Monitored	10/19/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

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

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

All teachers will participate in PLCs designed to incorporate BEST strategies through our school-wide literacy initiative in reading and vocabulary.

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

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

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

Our instructional focus calendar is designed by cycles. Each cycle is 3 weeks long. At the end of each cycle the students take an assessment for the cycle. Teachers fill out a data sheet and meet with administration for data chats. At the data chats teachers discuss their plan for students scoring at each level.

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

When students enroll they are assigned a case manager. Students are given a personalized plan and the case manager meet with them bi-weekly to discuss progress academically and behaviorally. Parents are contacted and made aware of how child doing.

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

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

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

Administrators visit classrooms weekly. In addition, teachers have been trained on how to utilize Tier1 interventions through BASIS. Through the training, teachers were made aware of the Tier 1 standards, so that Tier 1 standard are implemented. In addition, through RTi, the RTi team is able to review BASIS and can review if teachers are utilizing Tier 1 Interventions.

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

Students are able to access books via online.

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

All students are exposed to "Morning Meetings" focusing on social skills linked to District's character education and school's PBIS. Morning meetings take place every day for 20 minutes during first period in all classes. Morning meetings open and close with focused breathing, greeting, sharing, group activity, summary and focused breathing to close session out. Chief Bus Rider-students displaying model behavior are recognized by the staff on the bus by receiving a Chief Bus Rider ticket and rewarded once a week on Wednesday with various items, from edibles to school

supplies or a pass to come to school out of uniform. Chief Student of the Week-staff at the school recognizes student's who show cooperation and compassion towards others. SEL Class –Critical Thinking class uses Suite 360 and supports students who are lacking social skills and insight necessary to be successful in school and community settings.

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

All students are exposed to “Morning Meetings” focusing on social skills linked to District’s character education and school’s PBIS. Morning meetings take place every day for 20 minutes during first period in all classes. Morning meetings open and close with focused breathing, greeting, sharing, group activity, summary and focused breathing to close session out. Each day the morning meetings have a lesson taken from the LEAPs curriculum.

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

Morning Meetings are held every morning for the first 20 minutes. Students participate in focus breathing and a discussion around lessons taken from LEAPs. All administratively placed students are assigned to the Social Emotional Learning class. Each month all students participate in Empowerment Sessions where a guest speaker presents on behavior.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
PLCs	Janet Jackson	6/3/2019	Project-Based Learning	\$200.00

School Improvement Plan (SIP)

School Name Dave Thomas (3651)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Math 7-12	Thursday	1st	8/9/2018 - 4/4/2019	12:00 PM - 2:30 PM	7, 8, 9, 10, 11, 12
Social Studies 7-12	Thursday	1st	8/9/2018 - 4/4/2019	12:00 PM - 2:30 PM	7, 8, 9, 10, 11, 12
Science 7-12	Thursday	1st	8/9/2018 - 4/4/2019	12:00 PM - 2:30 PM	7, 8, 9, 10, 11, 12
ELA 7-12	Thursday	1st	8/9/2018 - 4/4/2019	12:00 PM - 2:30 PM	7, 8, 9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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
07	2	100.00	50.00	50.00	0.00	50.00
08	105	23.80	7.60	0.00	0.00	2.90
09	11	90.90	18.20	18.20	0.00	27.30

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
10	48	70.80	25.00	10.40	0.00	25.00
11	164	82.90	12.80	3.00	0.00	13.40
12	402	83.60	12.20	2.70	0.00	12.20

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

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

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st	10/3/2018 - 5/1/2019	8:45 AM - 9:30 AM
Wednesday	1st	10/3/2018 - 5/1/2019	8:45 AM - 9:00 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating

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

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
DTEC_Student-Surveys.pdf		10/18/2018
DTEC_Staff-Survey.pdf		10/18/2018
DTEC_Parent-Survey.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
DTEC_SAF_Oct_Agenda_Min_Signin.pdf	October	None	10/23/2018
DTEC_SAC_Oct_Agenda_min_Signin.pdf	October	None	10/23/2018
DTEC_SAC_SAF_meeting_dates.pdf	October	None	10/19/2018
SAC-ByLaws.pdf	October	SAC ByLaws	10/18/2018

File Name	Meeting Month	Document Type	Uploaded Date
Committee-Membership.pdf	October	None	10/16/2018
DTEC_Sept_SAF_minutes_signinsheets.pdf	October	Approved	10/2/2018
DTEC_Sept_SAC_minutes_signinsheets.pdf	October	Approved	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
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?

The focus will surround the following EOC area: Algebra, US History, and Biology. ELA focus will continue to surround preparation for FSA and writing prompts through the use of document camera to enlarge materials during teacher-led discussions. The ELA teachers will also use USA Test Prep and Khan Academy as a tool for common formative assessments for progress monitoring. Based on Florida Assessment results these are the goals for improving student achievement:

By June 2019, the percentage of students demonstrating proficiency on the Algebra I, Geometry EOC, and Algebra II EOC will increase by 2%.

By June 2019, the percentage of students demonstrating proficiency on the FSA ELA will increase by 2%.

By June 2019, the percentage of students demonstrating proficiency on the Biology EOC and 8th Grade FCAT Science will increase by 2.0%.

By June 2019, the percentage of students demonstrating proficiency on the US History EOC and Civics EOC will increase by 2.0%.

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

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

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

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

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

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

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

RtI interventions, parent conferences, counseling, and guidance monitoring student 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)?

Teachers are trained during professional development days on how to effectively reach all students within the classroom. ESE specialist and speech and language pathologist are available to give added support for any student that is in need.

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

Classroom walkthroughs, instructional coach visitations, lesson plan review, and observations.

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

ELA uses collections and reading uses EDGE for supplemental material used is NewsEla, Khan Academy, and USA Test Prep.

Math uses Geometry and Algebra nation and for supplemental material HRW is used.

Science uses Fusion and for supplement material HRW is used.

Social Studies uses The Americas, Magraders, New Waves of Syncing and supplemental material HRW is used.

During their PLC meetings, teachers find many materials that can help students and each teacher has weekly lab days where to access any other material they feel is needed by 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 a variety of programs that educate students on healthy social emotional wellbeing and how to become a wholistic anatomist individual.

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

In the classroom the teachers give referrals to the social worker, family counselor, and behavioral specialist. We have guest speakers that come to help staff understand social emotional concerns experienced by our challenging population.

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

Staff uses tools to help students transition from unhealthy social emotional concerns to healthy and positive coping skills.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Monthly assessments to ensure students are mastering the standards provided by their content area teachers.	Classroom teachers and instructional coaches.	6/3/2019	Instructional coaches will provide training if needed through PLCs.	\$1950.00 from SAC funds

School Improvement Plan (SIP)

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

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
CURRICULUM CONVERSATIONS			6/4/2019 - 6/4/2019	2:30 PM - 4:30 PM	7, 8, 9, 10, 11, 12
CURRICULUM CONVERSATIONS			5/19/2019 - 5/19/2019	2:30 PM - 4:30 PM	7, 8, 9, 10, 11, 12
CURRICULUM CONVERSATIONS			3/22/2019 - 3/22/2019	2:00 PM - 4:30 PM	7, 8, 9, 10, 11, 12
CURRICULUM CONVERSATIONS			3/21/2019 - 3/21/2019	2:30 PM - 4:30 PM	7, 8, 9, 10, 11, 12
CURRICULUM CONVERSATIONS			2/21/2019 - 2/21/2019	2:30 PM - 4:30 PM	7, 8, 9, 10, 11, 12
CURRICULUM CONVERSATIONS			1/7/2019 - 1/7/2019	2:00 PM - 4:30 PM	7, 8, 9, 10, 11, 12
CURRICULUM CONVERSATIONS			12/21/2018 - 12/21/2018	2:30 PM - 4:30 PM	7, 8, 9, 10, 11, 12
CURRICULUM CONVERSATIONS			11/6/2018 - 11/6/2018	2:00 PM - 4:30 PM	7, 8, 9, 10, 11, 12
CURRICULUM CONVERSATIONS			10/19/2018 - 10/19/2018	2:00 PM - 4:30 PM	7, 8, 9, 10, 11, 12
CURRICULUM CONVERSATIONS			10/18/2018 - 10/18/2018	2:30 PM - 4:30 PM	7, 8, 9, 10, 11, 12
CURRICULUM CONVERSATIONS			8/8/2018 - 8/8/2018	2:30 PM - 4:30 PM	7, 8, 9, 10, 11, 12
6501 INSTRUCTIONAL LEADERS OF LEARNING 7-12	Thursday	1st	8/8/2018 - 6/5/2018	10:00 AM - 1:00 PM	7, 8, 9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
CURRICULUM CONVERSATIONS	Thursday	2nd4th	8/8/2018 - 6/5/2018	9:00 AM - 9:30 AM	7, 8, 9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

Upon entering classes, students are given a pretest to determine their current level, and teachers use the results of this test to drive instruction for the student. In addition, teachers conduct monthly progress monitoring with each student in their second period classes to ensure students understand where they are in terms of graduation requirements, testing, behavior, and socio-emotional needs. During the course of these conversations as well as daily conversations with students, teachers will choose to document RtI interventions for students, and choose to begin the RtI process. The RtI team meets biweekly to determine what progression is needed for each student.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
		5/21/2019 - 5/21/2019	9:00 AM - 11:30 AM
		5/7/2019 - 5/7/2019	9:00 AM - 11:30 AM
		4/23/2019 - 4/23/2019	9:00 AM - 11:30 AM
		3/19/2019 - 3/19/2019	9:00 AM - 11:30 AM
		4/9/2019 - 4/9/2019	9:00 AM - 11:30 AM
		3/5/2019 - 3/5/2019	9:00 AM - 11:30 AM
		2/26/2019 - 2/26/2019	9:00 AM - 11:30 AM

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
		2/12/2019 - 2/12/2019	9:00 AM - 11:30 AM
		1/22/2019 - 1/22/2019	9:00 AM - 11:30 AM
		1/15/2019 - 1/15/2019	9:00 AM - 11:30 AM
		1/15/2019 - 12/20/2019	9:00 AM - 11:30 AM
		12/18/2018 - 12/18/2018	9:00 AM - 11:30 AM
		12/4/2018 - 12/4/2018	9:00 AM - 11:30 AM
		11/20/2018 - 11/20/2018	9:00 AM - 11:30 AM
		11/6/2018 - 11/6/2018	9:00 AM - 11:30 AM
		10/23/2018 - 10/23/2018	9:00 AM - 11:30 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
2018-2018-SAC-Composition---HDPEC-(6501).pdf	October	None	10/25/2018
SAC-Meeting-Dates.pdf	October	Developed	10/23/2018
SAF-sign-in-sheet.pdf	October	Developed	10/18/2018
SAC-sign-in-Oct.pdf	October	Developed	10/18/2018
SAC-Agenda-Oct.pdf	October	Developed	10/18/2018
SAC-Minutes-Sept-2.pdf	October	Developed	10/18/2018
Sac-Minutes-Sept.pdf	October	Developed	10/18/2018
SAC-ByLaws.pdf	October	SAC ByLaws	10/17/2018
Saf-sign-in-Sept.pdf	October	Developed	10/17/2018
SAC-Sign-in-Sept.pdf	October	Developed	10/17/2018
SAC-Agenda-Sept.pdf	October	Developed	10/17/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

Goals

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

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

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

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

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

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

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Authentic Professional Learning Communities, RtI meetings to support struggling Social-Emotional Learners, and Bi Weekly Department Meeting	Assistant Principal, Professional Learning Facilitator, RtI Liaison, and Reading/English Teachers	6/4/2019	Social-Emotional Learning, C.A.R.E. Cycle, Marzano's Instructional Strategies, Professional Learning Goals & Scales, and Learner Centered Principals.	\$5,000.00
Cohort data chats	Graduation coaches, guidance, and Administration	6/4/2019	Naviance, Basis	Personnel costs

School Improvement Plan (SIP)

School Name Lanier-James Ed Center (0405)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
PLC	Tuesday		Microsoft VBScript runtime error '800a0005' Invalid procedure call or argument: 'FormatDateTime' /ospa/school_sip_print.asp, line 195		