|  |  |  |  |
| --- | --- | --- | --- |
| **SCHOOL** | **STRATEGY** | **IMPLEMENTATION** | **EVIDENCE** |
| **Annabel C Perry ES** | * Learning Goals and Scales
 | * Teachers we trained in the beginning of the year
 | * Backwards planning team building/planning collaboration
 |
| **Atlantic West ES** | * UDB model for planning integrated curriculum
* LLI (leveled literacy intervention) implemented school wide
 | * Common Planning for Teams per grade level Reading Coach models- kits ordered for all grade levels- Data monitored
 | * Fully integrated school based curriculum units +12 point science gain
* We are a model school for LLI
 |
| **Banyan ES** | * Data charts
 | * Each grade speaks with Principal and support staff regarding quarterly assessments.
 | * Teachers are sharing best practices within standards. There is more collaborative work between teachers and support stage.
 |
| **Bayview ES** | * Target Math Standards using MAF’s workbooks
 | * Leveling for math
 | * BSA scores
* CH tests
 |
| **Beachside Montessori Village K-8**  | * Utilizing learning goals and scales across curricular areas
 | * Grade levels collaborate to create learning scales which gives a better understanding of the complete standard to student and teacher
 | * Students can explain and gauge their own progress
* Mastery of standard is evident
* I-Observation to gauge usage
 |
| **Bennett ES** | * Data chats
* PLCs
 | * Weekly 2 hours every other week
 | * Assessment data
* Curriculum maps learning goals and scales
 |
| **Bethune ES** | * Implementation of classroom integration arts/writing
 | * PLCs – support/performing arts push in
 | * LCPS classroom posts
* Teacher Survey
* Student Work Product
 |
| **Boulevard Heights ES** | * We target two ELA standards weekly and two-math standards bi-weekly. We assess using IBPT.
 | * Discussed during Team Leader meeting, implemented 3 weeks ago.
 | * IBTP assessment results, calendar standards
 |
| **Broadview ES** | * SWAG Folders (students with academic goals)
* Interactive journals
* Science lab
 | * Each grade level k-5
 | * Students are taking more responsibility for their learning
* Project based learning
 |
| **Broward Estates** | * Literacy initiative school-wide
* Phonics based instruction K-5
* Fluid, flexible grouping
 | * K foundations
* K-2 phonics for reading
* 3-5 Phonics for reading rewards
* Daily
 | * BAS Data increase
* Phonics for reading formative assessment growth.
* I Ready Growth
 |
| **Castle Hill ES** | * Professional Learning Communities (PLCs)
 | * By grade level weekly
* By content area weekly
* Face to face
* Emails
 | * Minutes from PLCs
* Lesson plans
* Student data
 |
| **Central Park ES** | * Science investigation and inquiry is implemented each week in each grade and each classroom aligned to Florida Standards and Scales
 | * Planning collaboratively in grade level meetings including procedures and equipment needed, aligned to science pacing
 | * All formal observations by administration were focused on science instruction, as well as science journaling
 |
| **Chapel Trail ES** | * D4-D5 across curriculum subject matter
 | * D4- D5 All teachers trained in Schoology 21st century learning
 | * Uploading documents and assignment students can read and watch videos that are aligned to LAFS standards
 |
| **Charles Drew ES** | * Bi-weekly RTI/Cps-Team meeting and review of whole child/data/etc.
* Teacher data presentations
 | * Cps-Team meet bi-weekly to monitor student progress, discuss intervention and instructional plans behavior plans, etc.
* Every teacher K-5 presents class data in a round- table format
 | * Child study notes
* Teacher data
* Formative assessments
* Teacher participation
* Teachers reflect and readjust instruction based on feedback and personal goals
 |
| **Coconut Palm ES** | * Teachers accountable for the student progress and differentiated instruction
 | * Through PLCs disaggregating data and breaking students into learning groups
 | * Through our data chats and BSA results, students are making gains.
 |
| **Colbert ES** | * Additional small group instruction for the lowest 25% (not attending camps) via pull outs during specials by support staff
 | * Support staff pulls students not participating in afterschool camps.
 | * Student performance on formatives.
 |
| **Collins ES** | * Provided additional academic support to the 1st grade classes during the reading block
 | * The implementation is provided daily
 | * Monitor student progress as evidence that the strategies are working and to determine next steps
 |
| **Cooper City ES** | * Modify assessments to computer based assessments for 4& 5
* Increase teacher knowledge of CCR & standards through PLCS focused on pedagogy and planning
 | * Bi –weekly
* Monthly
 | * Student achievement on assessments
* Lesson plans
* MLP notes
 |
| **Cora Cove ES** | * Biweekly PLCS Initiative by grade level
 | * 45 minutes to 1 hour
* Performance scale writing by subject
* By grade level
 | * Teachers have a better understanding on instructional focus
* Lessons are more focused and aligned with the standards
 |
| **Coral Park ES** | * I-ready math & reading
* Model drawing program
* Grade level fluency program
* Dr. Haggerty phonemics program
* Revised KTI process
 | * D-3, 4,5, comp lab, school-home based
* K-5
* K-5 (flashcards)
* K-2
* K-5 (staff binders & training)
 | * Monitoring reports
* Common formative assessments (CARE)
 |
| **Coral Springs K-7** | * Supportive Environments
 | * Creative faculty meetings (i.e., scavenger hunts, inspirational meeting, book clubs)
* Teacher awards
* Teacher release days for common planning
 | * Overall staff moral improvement
* Improvement in culture
 |
| **Country Hills ES** | * Continuous opportunities for professional development
 | * TDIP 12 granted this year
* PLCs – every team 2x month
* TDAs- external workshops
 | * Share in team/staff meetings
* Implementation in classrooms
 |
| **Country Isles ES** | * Running record analysis
* Data/Documentation
 | * PLC Collaboration
* Training
* Use of Data for instruction
 | * Monitored quarterly for proficiency
* Data Board tracking
 |
| **Cresthaven ES** | * Analyze student work to enrich or remediate writing instruction more deliberate.
 | * Focus on PLCs is on the reading/writing connection. Use of ASW tool narrows focus on Tier 2 of performance scale to normal to mastery
 | * Writing scoring team uses rubric to score prompts. Data shows that students are moving toward mastery of standards
 |
| **Croissant Park ES** | * Small group reading intervention
 | * Additional support. Personnel working with small groups 5x per week for min 30 minutes targeting deficiencies
 | * Progress monitoring summative and formative assess.
* BSA results
 |
| **Cypress ES** | * Planning as a team
* Planning with the end in mind
* Use of test specifications
* Student collaboration
 | * PLC Days
* Collaboration Hours
* Performance Tasks
* Accountable Talk/ Pair Shares
 | * Teacher collaboration
* Backwards design planning
* Summative assessments that reflect “ true to the standards” lessons
 |
| **Dania ES** | * Use of Document based questions (DBQ) in the reading instruction
 | * DBQs are used in grades 4 & 5 to incorporate reading, writing and social studies. Students read about social studies topics to answer a question in a writing piece
 | * Students write a five paragraph essay that answers the essential question with support and evidence from the documents
 |
| **Davie ES** | * Data chats
 | * Meet quarterly with each teacher to go over individual details on every student
 | * Progress monitoring piece is in place
 |
| **Deerfield Beach ES** | * Concentration on small reading groups in the primary classrooms
 | * For ten school days in a row- K teachers are working together to learn about/ plan. Share with a curriculum coach small group strategies.
 | * iObservation
* Plans for small group instruction
 |
| **Deerfield Park ES** | * Morning tutorials for students in 3-5th grade in Reading, math and writing areas
 | * Two days a week per grade
 | * Increase in Formative Results
 |
| **Dillard ES** | * Reading and Math PLCs (all grade levels) - used to break apart reading and math standards
 | * Twice a week on Mondays and Wednesday
 | * Understanding and improved use of learning scales and goals
* Lesson Plans
 |
| **Discovery ES** | * The use of R + I with fidelity
 | * Case managers assist with the implementation of R+I interventions and graphing/ uploading of student data
 | * (R+I) MTSS committee receives and has access to Basis 3.0 to view student data and progress
 |
| **Dolphin Bay ES** | * Use I ready to help students increase reading performance in FSA integration of knowledge and ideas
 | * During centers daily 30 to 40 minutes
* During media/computer
* Home practice
 | * Diagnostic testing
 |
| **Driftwood ES** | * Data collection and analysis
 | * Mainstreamed data collection tool on data base, CARE
 | * Teachers bring and discuss data to data chats, PLCs, team meetings
 |
| **Eagle Point ES** | * Support staff being part of PLCS in every grade level
 | * Participate in effective collaboration experiences
 | * Effective communication between teachers/ support/ administration
 |
| **Eagle Ridge ES** | * Core Connections Writing Consultants K-5
 | * Teachers learn how to teach writing to align with new FSA requirements and evidence based writing strategies
 | * 71% of students met achievement in ELA based on 2015 FSA
 |
| **Embassy Creek ES** | * Achieve 3000 is being used to help our students develop their ELA skills
 | * Teachers have received continual training throughout the year and analyze how their teaching practice is impacting achievement
 | * Students that were scoring far below decreased by 8% and the amount of students meeting expectations increased by 10%
 |
| **Endeavour ES** | * Monthly PLC/CAP Day (Collaboration and Planning)
 | * Grade level teams meet monthly with Admin to discuss data (focusing on strategies, student progress, teacher concerns, etc.)
 | * Shifts in instruction
* Share Best practices
* Increase in staff moral
* Sharing across grade levels
 |
| **Fairway ES** | * Push in for reading and math
* School city
 | * Support staff, special teachers on a daily basis from 30 to 90 min are going into K-5 classrooms
 | * Data reports binders with data collection being monitored. We are seeing gains.
 |
| **Flamingo ES** | * Lesson modeling by literacy and math coaches and teacher leaders
 | * Full implementation
 | * Lesson plans
 |
| **Floranada ES** | * Lucy Calkin Writing
 | * Progress Monitoring:

-Writing file-Pre/Post tests-Scheduled Writing Block-Bulletin Boards \*All grade levels | * Pre/Post Test
* Mock Writing Test

\*4th/5th grade |
| **Forest Hills ES** | * Support staff push in to help in the facilitation of writing
 | * Mon/Wed- Writing/Reading analysis of text
* Tues/Thurs/Fri – recap and support staff push in to help writing instruction
 | * Better conventions staying on topic/focus
 |
| **Fox Trail ES** | * Purchase and use of new instructional materials (iReady LAFS & MAFS workbooks) aligned to FSA in grades 2-5
 | * Teachers provided standard- specific instructional materials; teachers utilize materials to increase higher-level thinking and rigor with regards to standards
 | * Student performance on formative assessments has increased since implementation
 |
| **Gator Run ES** | * New writing plan K-5 (ready writing \_ summer PD/ Planning development)
 | * Using this plan across grade level to best meet the needs of all students. Daily implementation with weekly/bi-weekly assessments.
 | * Meeting with PLCs to review writing assessments. Reviewing growth among both class and grade level. Quarterly assessments and reviews by leadership team.
 |
| **Griffin ES** | * Vertical planning from grades Prek-5th with a high focus on reading and science
 | * Meet 2x a month to unwrap standards and see progression of standards from Perks- 5th. We also share best practices/ activities for standard were unwrapping.
 | * Teachers are ensuring that the students are mastering the standard, by providing student evidence and by demonstrating their proficiency on their learning goals and scales.
 |
| **Hallandale ES** | * Scholastic Book Room with Leveled Readers
 | * Guided Reading
* Training Small Groups
 | * Differentiated instruction during small group/literacy block
 |
| **Harbordale ES** | * Document based questioning (4th/5th)
 | * Daily for 40-69 min during literacy block
 | * Writing samples
* ELA/Writing Scores
* Learning scales/ rubrics
* Observation speaking skills
 |
| **Hawkes Bluff ES** | * Wilson Foundations
 | * Kindergarten
* 5 days a week, for 30 minutes a day
 | * 82% of the students are reading on a level C (Level 2) or higher currently
* The goal was 80% by the end of the year
 |
| **Heron Heights ES** | * Focused PLCs of writing with discussions on student products
 | * PLCs twice a month
* Data chats monthly
* Collection of student work as a school
 | * Student work rubrics
* Increase in writing

K-5 |
| **Hollywood Central ES** | * Using learning goals and scales in cycles. Created by grade levels in PLC/Team Planning Training increased with GS focus
 | * Teachers used created scales at beg/mid/ and end of lesson post in room, student folders, and notebooks. Use as lesson reflection.
 | * Students understand and can explain “Level of understanding” and give evidence of why they are a 3,4, etc. students speak to increase levels.
* Observations reveal unified scale use across grade levels.
 |
| **Hollywood Hills** | * ELO
 | * Spartan Academy
* Twilight
* Afterschool tutoring
* Mentoring
* SOS – (Save our Seniors)
* Pull-outs
 | * Attendance
* Progress monitoring
 |
| **Hollywood Hills ES** | * Departmentalizing in 4th & 5th
* D4 &D5
 | * Teachers specify in specific subject areas- masters of that subject- ability to refine their subject area knowledge
 | * Monthly grade level assessments and BSA showed growth and mastery
 |
| **Hollywood Hills ES** | * Departmentalizing in 4th & 5th
* D4 & D5
 | * Teachers specify in specific subject areas
* Masters of that subject
* Ability to refine their subject area knowledge
 | * Monthly grade level assessments and BSA showed growth and mastery
 |
| **Hollywood Park ES** | * Increase external partnership
 | * Hollywood Police mentors work with targeted 3-5 grade students
* Horace Mann (provide staff) incentives
 | * Decrease intermediate referrals
* Increase student moral
 |
| **Horizon ES** | * IBPT data
 | * Teachers and support staff
 | * Analyzing data and showing growth
 |
| **Indian Trace ES** | * Focus on Primary Literacy in Kindergarten classes with intensive intervention for students who are struggling
 | * Reading pull out program 20 minutes, 4 times per week
 | * Rigby running record data improved
 |
| **James Hunt ES** | * Implemented text-based writing plans in grades K-5
 | * School wide writing plan and monitored in weekly PLC Meetings
 | * Student Writing Samples
 |
| **Lake Forest ES** | * Hero online e behavior management system
 | * School wide monitoring of positive behavior

-Respect-Ownership-Determination | * % of referral decreased by more than 50%
 |
| **Lakeside ES** | * Pre-planning staff development on the R+I MTSS process
 | * Bi-Monthly MTSS meetings
 | * Graphs, student assessments shared during MTSS meeting
 |
| **Larkdale** | * ESE small group pull outs
 | * Daily small group instruction is aligned to what is happening in general end classes. Plus a double dose pull out session provided to teach testing techniques.
 | * Results from iReady, School City, AR, Reflex Math are showing impressive growth for the ESE population
 |
| **Lauderhill Paul Turner ES** | * Student data tracking where students track their own data from assessments on pre and posttests.
 | * Students record their progress in data folders per instructional cycles
 | * Individual student data charts
 |
| **Liberty ES** | * Quarterly collaborative planning sessions
 | * Grade levels come together for a day with subs provided
 | * Evidence through lesson plans and classroom observation
 |
| **Lloyd Estates ES**  | * Standard focused classroom instruction
* Development of foundational skills
 | * CARE Pacing guides and calendars\_ discussion of standards prior to delivering classroom instruction
* School-wide phonics instruction during the extended hour
 | * Classroom instruction is standard focused as evidence by formative student data by standard,
* Student data indicate that they are acquiring the foundational skills and improve comprehension
 |
| **Manatee Bay** | * Every team is a data team
* Each grade group works collaboratively to ensure student success through team data reviews
 | * Teachers use the data to form flexible groups and students have opportunities for additional tutorials within the school day and after the school day
* The tutorials are targeted based upon deficiencies on standards.
 | * Teams Discuss Data
* Teams share resources and share best practices which increase student scores
 |
| **Maplewood ES** | * Thinking Maps
 | * Each teacher trained in thinking maps. Used in all subjects
 | * Students are transferring notes into writing and studying. Scores for level 3 assessments are increasing
 |
| **Margate ES** | * Intervention- Based Program K-5 utilizing LLI (Fountas & Pinellas ) Program
* ELA proficiency by grade 3
 | * 45 minute ELA Block pullout program in Grades K-5 with a designated trained teacher
 | * BAS Formative Data points
* Common Formative assessments increase
 |
| **Martin Luther King ES** | * PLC, Professional Learning Community
 | * PLCs are conducted with fidelity based on our schools’ instructional cycle
 | * Teachers are able to successfully deconstruct standards in order to produce high-quality Montessori lessons

-CWT’s-Lesson plans-Student work -Teacher created Montessori Lessons |
| **McNab ES** | * Effective PLC Schooling
 | * PLC groups meet with admin biweekly meetings take place 7:30-8:30 with specials teachers providing room coverage
 | * PLC agenda is created by admin
* Admin and team leader work together to create agenda and facilitate meeting agenda and minutes
 |
| **Meadowbrook ES** | * Grade level (monthly) Professional development days/ completing introduction of standards by the end of January then spiraling back
 | * Unwrapping standards with the team
* Planning ahead
* Planning rigorous activities
 | * School grade moving “C” to “B”
 |
| **Miramar ES** | * Differentiating instruction through centers
 | * Training for all teachers, district support, planning time to create centers and coach assistance
 | * Walk thru
* Coach feedback
* District feedback
 |
| **Mirror Lakes ES** | * Stem Wall
 | * Every grade level has to submit an artifact to demonstrate they are teaching scientific method.
 | * Artifacts from each grade level are displayed on the wall
 |
| **Morrow ES** | * WRAP up writing daily based on the focus standard of the week
 | * Implemented 30 minutes daily school-wide and give student feedback individually through conferences
 | * Increase if abut 30% on achievement data points
 |
| **N. Andrews Gardens** | * Supplemental Instructional Program – Reflex Math
 | * Classes use daily to increase fluency with basic math facts
 | * Data collected shows in basic math fluency (individual and school wide)
 |
| **Nob Hill ES** | * Interdisciplinary Units of Study (I Units)
 | * Standards driven 6-8 units of study

Targeting -ELA standards Soc. Studies standard Science standards with extensive teacher training | * Increased school grade from B to A.
* Improved placement in our ES band ranking as well as higher bands
 |
| **Norcest ES** | * Purchased second math curriculum to supplement Go Math and better equip the students for success.
* Core connections writing implementation to improve writing
 | * Being implemented in grades 3-5 daily in the areas of writing, math and science. These are being used daily to “fill in the gaps” of the current materials the school has
 | * Using Google docs- we have grade level database o track student progress on Quarterly assessments as well as individual standards/ benchmarks
 |
| **North Fork ES** | * An instructional focus calendar with built in strategic assessments at periodic intervals
 | * Immediate feedback and data via School City. Teachers are able to remediate with in a 2 day window
 | * Gains in Reading, math and science
 |
| **North Lauderdale K-8** | * Tracking data for students, grade levels and school wide
 | * Teacher data chats with admin and students
 | * Instructional focus calendars, pacing guides, spreadsheets (student data)
 |
| **Northside ES** | * Thinking maps
* Science as a special
 | * School wide k-5
* Hands on activities
 | * Interactive journals
* Increased science scores
* Engaged students
 |
| **Nova Eisenhower ES** | * To improve math proficiency in all grade levels
 | * Math special in grades 3-5
* Ten Marks
* Reflex
* Engage N.Y
 | * BSA scores improving
* Formative assessments
* Ten Marks/ Reflex reports
* On-going progress monitoring
 |
| **Oakland Park ES** | * Teachers are implementing thinking maps across all subject areas to increase critical thinking and mastery of skills through cognitive coaching and cooperative learning
 | * Thinking Maps K-5 in all subject areas
* PLCs on thinking maps
 | * Student work increase of thinking maps from 2-8
 |
| **Orange Brook ES** | * Tracking data for the grade level
 | * Teachers track their data for specific assessments
* Data is compiled to show grade level

proficiency | * Teachers are pulling groups based on grade level proficiency. Small groups are happening across class rooms during specials
 |
| **Palm Cove ES** | * Help acclimate new teachers
 | * Use pool subs to help with struggling students
* Help from support
 | * Pool subs push into classrooms
* Support staff pull out and push in school
 |
| **Palmview ES** | * Morning tutorial (struggling readers)`
 | * Monday thru Friday

-Students report to computer lab for 30 minutes-They do 3 days of reading and 2 days of math-Celebrate success ever month  | * For the past two years we have seen tremendous improvement in reading & math (FCAT-FSA)
 |
| **Panther Run ES** | * Professional learning communities (PLCs)
* 4th and 5th grade teamed up together
 | * Meet every other week for 1 hour
* Common planning
 | * Minutes
* Monitoring student data
* Best practices
 |
| **Park Lakes ES** | * Level Literacy Intervention (L.L.I)
 | * Through extended hour by level intervention groups based on ability
 | * Student show increase based on L.L.I assessments
 |
| **Park Ridge** | * Holding a parent teacher conference night
 | * In order to increase parent participation in conferences- we held a night from 4-7pm. We brought in translators and served dinner
 | * 39% of parents attended the conference
 |
| **Park Springs ES** | * Standards based instruction
 | * Pr. Dev. Area
* PLC
* Filemaker database to progress monitor
* Hands on engaging lessons
 | * BSA prof. scores
* Work samples
* Curriculum Maps
* Lesson plans
* Care packages – PSE
 |
| **Park Trails ES** | * Word of the day on morning announcements
* Work- 2 synonyms sentence
 | * Word of the day is introduced each morning on Morning Announcements on the TV
 | * Word of the Day I spotted in the cafeteria so students will see the word and use it in their daily language
 |
| **Parkside ES** | * Streamlining RTI DRA+DAR
 | * Focused and student centered. Organizing interventions. Identifying specific support and pull outs
 | * DRA results to track student progress and alter instructions
 |
| **Pasadena Lakes** | * Google sheets and docs to track student progress with standards (grade + school)
 | * K-5 data chats/ analysis, based on sheets + docs
 | * More refined/strategic instruction
* I Ready increases
* More strategic standards- based student skills groups
 |
| **Pembroke Lakes ES** | * Collaborative SIP (academic) meetings science, math, ELA representative from each grad level attends
 | * First Monday in each month from 2:10-3:00pm
 | * Data (school wide and district)
 |
| **Pembroke Pines ES** | * Drop everything and R.T.I Daily
 | * Daily block – students are pulled for small group/ intensive instruction by classroom teacher
 | * Observed by admin data collection to show improvement
 |
| **Peters ES** | * 1 day a week extended planning for each grade level (1 hour 20 min)
 | * School year 2014-2015 for present
 | * Effective planning
* Enriched data charts
 |
| **Pines Lakes ES** | * Faculty knowledge of learning goals and scales
 | * The implementation is due to P.L.C, collaborative planning
 | * Teachers are providing the instruction at the appropriate level of rigor
 |
| **Pinewood ES** | * After formative assessment 3rd grade teachers analyze the assessments and regroup students based on their level of proficiency
 | * Students receive instruction with their peer based on proficiency levels; proficient, close to proficient and intervention
 | * Increase proficiency on assessments
 |
| **Pompano Beach ES** | * Professional Learning Communities
 | * Grade levels are relieved during the school day
* Meet with instructional coach and admin
* Focus on the standard and data
 | * Minutes/reflections
* Increase in DRA levels
 |
| **Quiet Waters ES** | * Quarterly collaborative – planning sessions (grade level) that allow teachers opportunities to focus on curriculum planning
 | * Quarterly grade-level based teams broken into ½ day sessions
 | * Grade-level/common curriculum maps tied to standards
 |
| **Ramblewood ES** | * DRA/BAS Levels
* Data Boards (visual of where students are at) students names on color coded cards by class
 | * DRA/BAS levels updated on grade-level data boards quarterly
 | * Teachers bring running record data binders to quarterly data chats
 |
| **Riverglades ES** | * Centers for all levels
* Focus on goals an scales
* Planning
 | * Vast improvement. 90% fidelity
* Monitor during classroom visits
* Plan books are still in need of improvement
 | * Class room visits
* Marzano results
* Pull at the max allowed y contract
 |
| **Riverland ES** | * Increase Performance in Math in SES Band
 | * Math IFC
* Pre/Post Assessment Cycles
* Differentiated Centers
 | * PSA data
* 4th Math- 2nd in Cadre on BSA
 |
| **Riverside ES** | * Morning curriculum planning “ Cup of curriculum”
 | * Sharing and collaborating BEST practices
* Collaborating to narrow ELA & writing across content areas
 | * Teachers deconstruct standards in order to create assessments utilizing standards
 |
| **Rock Island ES** | * Allow ample time for Grade Levels to collaborate and share best practices to increase student achievement
 | * The PLC schedule has been restricted and guidelines have been set to allow additional time for common planning and professional development
 | * PLC Walk thrush by administration and academic coaches, student work samples, PLC Meeting Minutes
 |
| **Royal Palm ES** | * Extended PLCs every 6 days teachers collaborative planning through this process for reading and math
 | * Extended PLCs every 6 day in January 2016
 | * Increase in student learning gains is evidence of running records for students K-2
 |
| **Royal Palm ES** | * Extended PLC 6-day rotation everyday admin sits with a grade level for 1 ½ hour
 | * Every 6 –days admin sits with a grade level
* The grade level collaboration plan 230-430 without distraction
 | * PLC to classroom through classroom walkthrough student work etc.
 |
| **Sanders Park ES** | * PPD (Professional Planning Days)- Release time for teachers
 | * Collaborative planning fathering of resources/ materials
* Sharing of best practices review of student data
 | * Lessons plans
* Increased student achievement
* Improved instructional practices
 |
| **Sandpiper ES** | * PLC Meetings (Bi-weekly)
 | * Conduct a needs assessment. Discuss strengths and weaknesses share best strategies monitor progress
 | * Observations student artifacts
 |
| **Sawgrass ES** | * LLI + additional Push-in groups in grades 1st and 2nd
 | * Daily rotations
* Needs assessment
* Monitoring the student progress
* Aligns to R + I
 | * Data
* Classroom observation
* Teacher feedback
 |
| **Sea Castle ES** | * 90 min PLC> Teams
* Collaborative Planning
* Data Analysis
 | * Weekly for 4th & 5th
* Bi-weekly K-3
* Teachers, Coaches, Administrators
 | * Impact on student achievement
* PLC Agenda & Minutes
* Increase in intensity of Instructional Practice
 |
| **Sheridan Hills ES** | * Hands on experiments
* School-wide science focus and theme
 | * K-4 Bi weekly experiments
* 5th Grade weekly experiments
* Team Teaching
* Science centers
 | * Mid-year science assessments
* Monthly data
 |
| **Sheridan Park ES** | * Common planning
 | * Provide release time for grade levels
* Substitutes provided to entire team and they had opportunity to review data and plan
 | * PLC/Care minutes
 |
| **Silver Lakes ES** | * Learning Team Meetings
 | * Each grade level team meets with the principal every 3-4 weeks to discuss assessment, data, strategies, curriculum, test specs, challenges, etc.
 | * LIM Schedule
* LIM Binder with discussion notes and artifacts
 |
| **Silver Palms ES** | * Using our professional learning committees as forums to implement, monitor and make instructional decisions based on the data from our CARE cycles
 | * Horizontal and vertical teams meet based on instructional time0frames to discuss results
 | * Achievement data demonstrates that students are progressing from remediation to maintenance to enrichment groups
 |
| **Silver Ridge ES**  | * To focus our PD within PLCS
* Analyzing student work
* Learning goals and scales
 | * Weekly team collaboration and reflection
 | * CARE packages
 |
| **Silver Shoes ES** | * Unwrapping the Standards LGPS
 | * Training the teachers to unwrap the standards and monitor through classroom walk – through
 | * Students are unwrapping standards and tracing their own progress through journaling
 |
| **Stephen Foster ES** | * Small group targeted instruction
 | * Started in January K-5 grades
 | * Pensive Notebooks

 Data chats based on teaching targets |
| **Stiriling ES** | * Increase time for teachers to collaborate (standards/ instructional practices)
 | * Weekly PLCs focused on ELA standards/ LGPS/CFAS
* Addition of 2 full day planning days
 | * Classrooms observations>commonalities amongst teams/ implementation of LGPS
* Care cycle data of ELA standards
 |
| **Sunland Park ES** | * Restructuring of classes and instructional schedules
 | * Daily during “crunch” lab students move to different classes/ teachers for instruction @ their academic level or needs for mastering standard
 | * Analytics
* Bell Ringers
* Standards Assessment
 |
| **Sunset Lakes ES** | * Vertical Teaming
 | * All grade levels met with the grade level below and the grade level above to streamline grade level transitions
 | * Curriculum Maps
 |
| **Sunshine ES** | * Additional hour planning on a 6 day rotation
 | * To ensure that teams have adequate time to plan, discuss data and train. Teams meet once every 6 days
 | * Shared vision
* Ownership of all students
* Supporting the team and students in deficient areas
* Better CARE and student data
 |
| **Tamarac ES** | * LLI
 | * Grades 1-2
* Fidelity in 1st
* Improving in 2nd
 | * Data charts:

- Reading assessments- Running records |
| **Tedder ES**  | * Small Guided Reading
 | * Based on quarter 2 BAS scores we are effective in all grade levels except grade 5
 | * BAS Scores from Q1 to Q2
* Grade 5: strategies to improve

-Probationary release of some teachers-More PD guided reading-Data charts-Feedback on small guided reading strategies |
| **Thurgood Marshall** | * New personnel which includes a behavior tech
 | * Provide incentives and support for teachers.
* Professional development for faculty
* Provide individual support for high needs students
 | * Reduction of referrals and calls from teacher based on call log
* Increase student support.
* Improved classroom data
 |
| **Tradewinds ES** | * Science rotations
 | * Teachers plan together to engage students in hands-on science activities. Students rotate from room to room on an early release day
 | * Increase in science scores on in-house assessments from August to mid year
 |
| **Tropical ES** | * Early identification and implementation of intervention
 | * Monthly teachers are meeting through the R + I process to identify and assesses student progress.
 | * Student have shown growth as per the data plots
 |
| **Village ES** | * Defined and redefined RTI process to ensure that all students are appropriately identified and progress monitored
 | * Ongoing professional development
* Critical conversation between teachers, parents and administration
* Improved alignment of MTSS which contributed to improve classroom practices i.e.: small group instruction, ECO tutoring opportunities, push in pull out models
 | * Effective use of Basis 3.0
* School database monitoring tool via filmmaker pro database
* Teacher’s BEST practices to drive student achievement data.
 |
| **Virginia Shuman Young** | * Team collaboration and sharing of resources to drive curriculum based on student data
 | * Created a 6 week plan for the team to focus on specific standards and how each standard will be taught to mastery including shared resources
 | * Assessments and achievements of students.
* Sharing of best practices of standard- based instruction by team members
 |
| **Walker ES** | * Our greatest barrier was behavior, from previous years. We have put into place the TAB room/ TAB Support staff
 | * TAB-think about behavior
* Instead of suspensions students go to the TAB room to think about their behavior and reflect
* TAB support teacher is pro-active goes into classrooms to speak to students
 | * Negative behavior has decreased
* Suspensions are down
 |
| **Watkins ES** | * Small group center instruction (primary level)
 | * Teachers have been visiting other schools to see small group/centers in action
* Collaborative planning to create appropriate activities for centers
* Additional reading coach to support
 | * Teachers are implementing center rotations on a daily basis
 |
| **Wallaby ES** | * Our long intervention block

-Facilitated by support team and specials teachers -Focused on literacy -Built into the master schedule | * Intervention block is from 8:20-9:20 Mon- Fri
* K-3 LLI
* 4-5 Targets student weaknesses
* Each team receives specific support from support team members and special teachers
 | * Progress monitoring
* Monthly checkpoints
* Bi weekly RTI meeting
* Data chats
* BRAG room
 |
| **West Hollywood ES** | * Grade level PLCs focused on differentiated instruction
* Small group instruction with R+I for struggling students
 | * Every other week PLC meetings, Daily Instruction
* Daily, R + I meetings
 | * Calendar, planning, student data based on ongoing assessments.
* Observations, student work, BASIS, Observations, scheduled meetings, ongoing assessments
 |
| **Westchester ES** | * Departmentalizing 5th grade
 | * We have 3 teams of 3 teachers each. Each team has a science teacher, a math teacher and an ELL teacher. We schedule their specials so the teachers can plan together.
 | * They are able to plan together more often. An example of this is 3 science teachers shared ideas recently so the 5th graders did a project on building simple machines. Also, teachers can become experts in their content area.
 |
| **Westwood Heights ES** | * Extending related arts (specials) to 40 minutes per day in order to extend planning time
 | * Each grade level has 40 minutes to plan quality instruction
 | * Increase in instructional practice scores, particularly in the “super 7” (high-yield strategies)
 |
| **Wilton Manors ES** | * To progress monitor each grade level in the area of reading
 | * Utilized data boards to track students’ progress (reading levels & instructional levels)
 | * Increased percentage of student reading on/above grad level
 |
| **Winston Park ES** | * In order to increase student understanding of ELA standards they will be displayed and discussed school wide
 | * Students will present on the morning news their grade level standard using visual aids and role playing of the standard
 | * Student achievement increased on standards and have a better understanding of their learning
 |

|  |  |  |  |
| --- | --- | --- | --- |
| **SCHOOL** | **STRATEGY** | **IMPLEMENTATION** | **EVIDENCE** |
| **Apollo MS** | * Analyzing data to drive instruction
 | * Through PLCs (teachers work together to go over assessments)
 | * Improved test scores through review and monitoring test scores Pre-Post
 |
| **Bair MS** | * Identification of bottom 30% based on prior FSA results in ELA and Math
 | * EIO breakout with specific targeted instruction based off prior data
 | * BSA results show progress towards proficiency, but also showed what gaps need further remediation
 |
| **Coral Springs MS** | * Teacher Collaboration (at school & between schools)
 | * Time allotted quarterly to meet and plan during school
 | * CFA data-EOC data
 |
| **Crystal Lakes MS** | * Positive behavior plan
* HERO
 | * Point system
* Incentives (quarterly)
 | * Decrease in student referrals
* Decrease in internal & external suspension
* Increase in student attendance
 |
| **Deerfield Beach MS** | * School-wide Literacy program during extended time
 | * During 1st period (extended/home room time)
 | * Admin. Monitoring
* Teacher evidence
* Student evidence
 |
| **Falcon Cove MS** | * FSA Camp for ELA reading
 | * 2 a week- M, W
* 4 classes (2six, 1, 7th, 8th)
* SAC Funds - used to fund program
 | * Increase in student performance in FSA
 |
| **Forest Glen MS** | * RACES – restate, answer, cite, and explain. Summarize
 | * School-wide cross curricular
* Open ended responses in all subjects including math
* Posted on students desk
 | * Open ended responses in all subjects
* Evidence based writing is improving by pulling out/finding evidence
* Students using strategy in answering questions
 |
| **Glades MS** | * Extra help Thursday
* Provide students with an opportunity to come in once each week to meet with teachers for extra academic support
 | * Each teacher is available every Thursday for 30 minutes to provide extra assistance to students.
 | * At least 20 students attend every Thursday
 |
| **Gulfstream MS** | * Instructional plan for each department
* Weekly remediation/enrichment
 | * Supported by PLCs

1-2x week* Flashback Friday – SC/SS Wayback Wed-Math Throwback Thursday-Literacy
 | * BSA
* CFAs (USA Test Prep)
 |
| **Indian Ridge MS** | * Data chats from admin to teachers, teachers to students
* Monitoring PLCs
* Conferencing far fidelity
 | * Monthly basis on planning days
 | * Report out to teachers from leadership meeting
 |
| **Lauderdale Lakes MS** | * Building capacity sustainability and collaboration among instructional staff
 | * Push-in support plan by utilizing instructional coaches, district coaches and administration
 | * NWEA student growth summary report in reading and math
 |
| **Lauderhill 6-12** | * Professional learning communities by content area
* Extended learning opportunities (ELO’s)
 | * Weekly
* Before school started SEM 1
* Saturday camp started 2/20/16
 | * Agenda/Minutes
* Sign in
* Curriculum
* Pictures
 |
| **Lyons Creek** | * CFA’s- common formative assessments
 | * School wide- monthly
* Data charts students/teachers
* PP-PLCs
 | * Aligning standards taught to math reports
* Item analysis
 |
| **Margate MS** | * Saturday Camp
* PLCs
* Data analysis
 | * School wide initiative
* All teachers
 | * Student achievement scores
* Parent and teacher involvement
 |
|  **McNicol** | * Systematic common formative assessment
 | * Scheduled content area-based common assessments, inclusive of pre & post assessments. Immediate data analyzed during/ in PLCs with time for collaborative planning to prepare for remediation and enrichment
 | * Professional Learning communities

-Collaborative discussion-Student work-Data |
| **Millennium MS** | * Individual student data chats
 | * Twice every 9 week marking period
* Student have data folders and graph their data after they conference with their teachers
 | * PDSA folders
* Data chat schedule
* BSA, Fair, Mock testing scores
* Mock FSA testing schedule
 |
| **New River MS** | * Pullout strategy for math
 | * Math coach gives targeted assistance in Algebra and math before school and throughout the day
 | * Common assessment scores in math show upward trend
 |
| **Nova MS** | * Student recovery program (Saturday academy)
 | * All departments had representation in the development of the program. Admin w/ Guidance/ Teacher leaders implemented it
 | * Students in grade 8 have recovered one class in 6th and 7th grade ad have increased grade in grade 8.
 |
| **Olsen MS** | * Strategically grouping students/ selecting appropriate environment for testing
* Intentionally addressing tardy/attendance with student conferences, detentions, parent contact
 | * Testing environments have been regrouped to ensure students have optimal opportunities to test
* Support staff and administration collaborate in order to address attendance with fidelity
 | * Intentional selection of teacher leaders in testing environments. Evidence TBA
* Decrease in tardy students
 |
| **Pines MS** | * Progress monitor
* CARE
* PLC
 | * Achieve 3000
* HERO
* Morning tutoring Tues/Thurs student pull out during the day
* Do & Don’ts implemented in each class
* Thursday throwback Cahoots
 | * FSA
* CARE (CFAs)
* Quiz
 |
| **Pioneer MS** | * Care Cycle
 | * Pre-planning week
* 2x a week PLC meetings
 | * Data pre/port at end of each cycle
* Formative assessments throughout cycle
 |
| **Plantation MS** | * Data Driven Instruction & Tutoring
 | * USA Test Prep and Patriot PRIDE camps
* Common Formative Assessments
 | * Focusing on students weakness in and outside the classroom to improve student achievement
 |
| **Pompano MS** | * Science – determine area of strength/weakness
 | * Use grade level (6&&) “ guest teachers” to flip with an 8th grade science teacher based on standard
 | * Increase student achievement as evidence by the FSA
 |
| **Rickards MS** | * PLC (Bi weekly) meetings
 | * Conduct a need assessment. Teachers discuss strength and weaknesses of the benchmark tested. Teacher share best strategies and monitor progress
 | * Observation
* Student evidence
* Comparing Pre& Post Data
 |
| **Sawgrass Springs MS** | * PLCs and CARE process
 | * Rolled out this process in chunks…learning goals and scales then CFA’s, etc. This allows staff time to process and not be overwhelmed
 | * Administration collects learning goals and scales CFA’s and remediation and enrichment plans and feedback is given
 |
| **Seminole MS** | * Core areas giving common formative assessments to determine standard measure
 | * CFAs given monthly based on standards taught each month
 | * Classroom teachers compare student results and apply it to lessons/discussions during common planning
 |
| **Silver Lakes MS** | * Inclusion of student performances into all parent events
* Student/parent data chats
* Establishment of school/parent liaison
* Purchase/obtaining of counter system an unified sign in sheet
 | * Implementation has rolled out per quarter beginning with an aggressive approach-to include all groups into school activities
 | * Surveys and increased parent involvement
* Committee established for new PTA
 |
| **Silver Trail MS** | * Work with leadership team and dept. Chairs to create strategies by dept. By grade level and attendance plan design (school-decision)
 | * Schedule a school day to sit and work with dpt. Chairs in creating strategies dpt. Chairs meet with DPT. To review strategies prior to finalizing
 | * SIP Plan monitoring with stakeholders in SAC/SAF, team leader council, curriculum council, PLC, and dept. meeting minutes
 |
| **Tequesta Trace MS** | * Increase accountability and monitoring of student progression
 | * Master Schedule (team planning)
* USA Test Prep
* Achieve 3000
 | * Teachers collaboration increased
* Students monitor their OWN progress through computer based learning and assessment
 |
| **Walter C Young MS** | * Reinforcement of benchmark strategies In order to get ready for NGSSS
 | * Teachers circulate into classes to teach a specific strand of their choice. Students have the opportunity to see different teaching styles
 | * School has been on the top 3 for science assessment
 |
| **Westglades MS** | * PLC format and CFA’s
 | * Grade level and content area PLCS. Met 2x a week for 30 minutes. Once a month- 45 min
* CFA’s written in PLCs and data organized
 | * Data chats with AP’s
* PLC best practice sharing sessions
 |
| **Westpine MS** | * CFA’s (Common Formative Assessments)
 | * School-wide CFA’s integrated thru each discipline area
 | * CFA data weekly PLCs SSA/RSA Results
 |
| **William Dandy**  | * Teacher Incentive to improve teacher attendance
* Leader-teacher relationship
 | * Year-long incentive program
* Each month the administrative team looks at teachers’ attendance (no late, absences, early call outs)
 | * Increase teacher attendance so that capacity can be built
* Less substitute teachers in classes delivering instruction
* Increased student performance on monthly CFAs.
 |

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| **SCHOOL** | **STRATEGY** | **IMPLEMENTATION** | **EVIDENCE** |
| * **Atlantic Tech HS**
 | * Personalization
 | * School counselors meet with academically struggling students
* Support staff dedicated to assisting students
* 2 activity buses
 | * Academic enrichment tutoring program
* SAT/ACT prep on campus
* BRACE (scholarships, college and career planning)
* Magnet coordinator
* Career and technical advisor- selecting tech programs
* High participation at AEP, test prep, school activities an clubs
 |
| * **Blanche Ely**
 | * Standard question writing ban k developed by subject area teams
 | * Questions are written up by a team of reading/social studies teachers to be used to develop test
 | * Teachers do not have to “roll out” standards they are already unwrapped and available for all teachers to use
 |
| * **Boyd Anderson HS**
 | * Word of the Day (WOD)
 | * Word of the day plan
* Word of the day introduced daily (word part for the week)
* Each period students interact with the word (synonym, antonym, sentence, example)
* Bi-weekly assessments
* Teacher feedback/data analysis
* Literacy coach provide remediation
 | * Teachers are monitored by administration via classroom walkthroughs
* Student WOD notebooks and assessments
 |
| * **Bright Horizons**
 | * Implementing board maker
* Working extremely closely with company to refine and adapt for significantly cognitively impaired students
 | * Moving from smaller cadre of pilot teachers to adding pained with expanded staff development
 | * Our own “benchmark” assessments
 |
| * **Broward Virtual**
 | * Our infrastructure is cohesive and structured, which allows us to modify all needs for a digital learning environment
 | * Communication
* Collaboration
* Flexibility
 | * Student completion rate
* FSA IEOC results
* Evaluation rates
* Student success
 |
| * **Charles W Flanagan HS**
 | * School wide Literacy Plan (reading & writing)
 | * Reading primary sources, writing prompts in the core classes
 | * Flanagan reads and writes calendar
* DBQ assignments
 |
| * **Coconut Creek HS**
 | * CARE implementation
 | * Teachers meet during PLCS and on PSO days to complete data cycles for the CARE model
 | * PLC minutes and data cycles
 |
| * **College Academy**
 | * Personalization
 | * Individual meeting with counselors for students ho have not met benchmarks

-Applied for BF-Hour requirement-Courses needed | * 100 applied
* 82 qualified
* 100% parents notified
 |
| * **Cooper City HS**
 | * Collect data to monitor progress
* Reteach
* Modify curriculum
* PSD
 | * Formative assessments
* Curriculum mapping
* Implement evidence-based intervention
* Engage in professional learning communities
 | * Data analysis success rates in EOC, FSA, and AP
* Student achievement
 |
| * **Coral Glades HS**
 | * Mentoring program with 10th grade students and seniors
 | * At risk students and low attendance students are assigned to teachers who work one on one with students
 | * Increased student attendance higher student [performance on high stakes tests and classroom
 |
| * **Coral Springs HS**
 | * Data Teams
 | * Teachers are placed on teams who have same curriculum and share common students. Look at formative student data, reteach and evaluate to monitor student progress
 | * Chart student data
* Increase in student grades and comprehensive of material
 |
| * **Cross Creek**
 | * Strong PLC
 | * Level and content PLC groups assess data and make instructional decisions
 | * Student improvement in formative assessment data and an increase in the number of students completing the assessments
 |
| * **Cypress Bay HS**
 | * School Literacy Program
 | * Tutoring
* PLC- calendar
* Implementing ELA Writing in all content areas
 | * Shown in PLC data
 |
| * **Cypress Run Center**
 | * Morning Motivation
 | * Admin gives morning motivation speeches everyday as well as reminders to the students before they go to their 1st period class. Incentives are given during this time to get students excited and ready to learn
 | * Referrals for discipline have decreased. More students are now making the honor roll each quarter
 |
| * **Dave Thomas**
 | * ACT & FSA prep
* Students exchange classes and teachers as they prepare for spring testing
* Margin notes/ Selective underlining
 | * Switching to appropriate teams
 | * Student engagement
 |
| * **Deerfield Beach HS**
 | * Purchased additional achieve 2000 license to ensure all students in reading have access to the program we created an incentive program competition to allow reading classes to compete against each other to win a pizza party
 | * Winning classes are announced each week on the morning announcements
* To b e included class must all complete the weekly standards focus lesson and 90% students must earn 75% or higher on the first activities and complete a minim of 2 activities per week
* Weekly walk through using achieve look for form
 | * Student average activities scored increased 20 points from October to January
* Student mastery in all classes increased in relation to literacy standards
* Students vocabulary scores increased
* FAIR scored showed improvement from AP1 to AP2
 |
| * **Everglades HS**
 | * Increase performance within SES Band Data
* CARE
 | * Credit recovery intervention
* Reading pullout
* Effective PLC
 | * Attendance
* Student performance
* Monitoring progress
 |
| * **Ft. Lauderdale HS**
 | * PSAT
* PLC
* Accountable talk
 | * Administered PSAT all 9-11
* Khan academy
* CARE/BEST
* School wide classroom instructional style
 | * PSAT results/SAT
* KHAN academy
* Familiar feedback
* Midyear report
* IObservation
 |
| * **Hallandale Adult**
 | * PLC
* Push for success for seniors school wide ACT/FCAT initiative
 | * Graduation rate/ RtI/ Literacy- DOK
* Math/Reading Pull out groups
 | * Syllabi, certificates of completion, improved grad rate
* ACT registrations, pull out attendance
 |
| * **Hallandale HS**
 | * Analyzing data
 | * Monthly implications
* Revised IFC’s
 | * Graphs/Charts improved student achievement
 |
| * **J.P Taravella HS**
 | * Improved Professional Development with monthly PLC focusing on Reading Literacy through ALL departments
 | * Improved lessons on reading comprehension word walls, mini assessments and data from assessments
 | * CARE cycle scores showing improvement with higher scores on the post tests
 |
| * **Lanier James Center**
 | * PLCs- teacher collaboration

-Regular meetings-Sharing best practices | * Regular meetings
* Sharing best practice
* Focus calendar
* Interdisciplinary teaching
 | * Focus calendar
* PLC calendar
 |
| * **McArthur HS**
 | * Common curricular focus in Social Science, reading and English
* Interdisciplinary approach
 | * English focuses on teaching the structure: the rubric
* Social studies and reading support English
* PLCS to ensure alignment
 | * Common assessment data
* FSA
 |
| * **McFatter Technical HS**
 | * F.A.S.T Program Fostering Academic Success Together, a whole child approach to student
* achievement
 | * After school on Mondays and Wednesdays
* Emphasize tutoring, leadership and collaboration which is critical to being college and career ready
 | * Increase EOC performance all area Algebra I, Algebra II, geometry
* Increase performance in all content area
 |
| * **Miramar HS**
 | * Meetings of CLT/PSD for data monitoring
 | * Preplanning and monthly meeting with CLT; monthly PDS with all faculty by dept.
 | * CWT observations data on assessments
 |
| * **Northeast**
 | * Collection of standard based mini assessment data on each early release and PSD day
 | * All teachers issue mini assessments on the specified date, collect the data, and enter the data via Google doc to their administrator
 | * Each administrator receives the data and analyzes the data for each course. The data is tracked and charted to show a proficiency of 70% or higher per standard.
 |
| * **Nova HS**
 | * To use Common planning teams to monitor the implementation of the CARE process within the Big 5
 | * Each teacher within the big 5 each has a common planning. Within the common planning the CARE process is discussed in relations to common standards and alignments. Members of the leadership team monitor progress
 | * Common planning forms have been created outlining the discussion and what is done
 |
| * **Pine Ridge**
 | * School-wide mentoring program
 | * Faculty and staff build safe, supportive student and staff relationships
 | * Student referrals have decreased by 10%
* Students spend more time on task and in class
 |
| * **Plantation HS**
 | * The creation of an afterschool tutoring and enrichment program through the YMCA
 | * Students focus on 1 academic course and one elective course to improve and enhance their academic and educational mind frame. The goal is to improve student success through tutoring initiatives and providing an enrichment opportunity for students
 | * The students attending the YMCA after school have shown a marked improvement in their particular classes as well as more “ buy-in” to attending classes and electives during the school day
 |
| * **Pompano Beach HS**
 | * Scale up via PLCs

-Math-ELA-Science | * Use of USA test prep, Learnerator, Khan academy and other online tools
 | * Increase in student learning gains
 |
| * **Seagull**
 | * Individual school mentorship
 | * Teacher, support staff, community partners are used to enter students establishing a trusting relationship between students and an adult
 | * Student confidence
* Behavior modification
* Academic progress
* Improved attendance
 |
| * **Sheridan Tech HS**
 | * Enhance our 5th Block tutoring program to include one- on- one support for students that are:

-Struggling -Desiring AP review -Looking for additional help to Master a skill | * Teacher’s volunteering in their subject area
* Peer tutoring by seniors students
* Blackboard collaborate sessions
 | * Improved scores
* Confidence in their ability
* Mastery of content
* Preparedness for exams
* Overall student achievement/success
 |
| * **South Broward HS**
 | * C.A.R.E cycle through PLCs.
 | * Analyze student data
* Remediate/ enrich based on data results
* Teacher collaboration on classroom strategies
* After school camps curriculum based on CARE cycle data
 | * PLC data posted
* Common assessment data analysis
* Common lesson planning
 |
| * **Stoneman Douglas HS**
 | * Literacy/Writing plan (living document)
 | * PLCs monthly
* Monthly standards based writing prompts
* ELO’
* USA test prep
* Khan academy
* Data Chats
* Pull out
* Teacher TDAs
 | * Writing folders
* PLC minutes
* FSA
* Data chats- teacher and student
 |
| * **The Quest Center**
 | * Behavior Charts
 | * Student behavior(s)
* Proactive strategies
* Provide feedback to improve implementation of strategies follow-up pair with data monitoring
 | * Less behavior codes
* Teachers strategies to improve behaviors
 |
| * **West Broward High**
 | * We have established PLC through Biology 9th & 10th grade intensive reading and U.S History 11th &12th grade intensive reading to improve literacy standards across all content areas
 | * After school remediation for SAT/ACT
* We have implemented staff development on literacy standards focusing on our areas of deficiencies
* Reading class have incorporated Khan academy
* School wide emphasis has been placed on SAT/ACT preparedness
 | * Analyzing SAT/ACT data
* Academic/social-emotional mentoring
* PASL
 |
| * **Western High**
 | * Team meetings within subject areas (PLC)
 | * CARE cycles to evaluate and assess student achievement
 | * Improvements/ declines noted in outcome of performance of teachers/ students
 |
| * **Whiddon- Rogers ED**
 | * Target Graduation

- Break down the seniors into different groups i.e. those who need only 2 credits in order to meet grad requirements | * Assign mentors to the diff groups. Discussion Topics
1. Meet weekly
2. Review test scores
3. GPA
4. Credits
 | * Data on graduation requirements
* Data on students finishing requirements
 |
| * **Whispering Pines Center**
 | * Analysis of Data: academic, behavioral, therapeutic
 | * Academic: discussions at child study, IEP goal progress is monitored, consistent reading and math assessments
* Behavioral: behavioral infractions monitored and analyzed by BX spec & discussed (IEP, Child Study, etc.)
* Therapeutic – continued student support to parents/ families as it relates to schools
 | * Pre/post data
* Small groups for struggling learners (data monitored)
* Placement/class changes
* CARE cycle
* Attendance notes
* PIP calls (BX)
* 911/411 (TX) calls
 |
| * **Wingate Oaks**
 | * Support team coaching
 | * Open door policy
* Data review and coaching
* New educator induction
* Professional development
 | * Admin observation
* Behavior reduction
* IEP Goal Progress
* Benchmark progress
 |