

Select School Year:

| | | |
|-------------|---|----|
| 2015 - 2016 | ▼ | Go |
|-------------|---|----|

[Print School Improvement Plan](#)

School Info

| | |
|---|--------------------------------|
| School Name | Stoneman Douglas, M. HS (3011) |
| School Grade (2013 - 2014) | A |
| Title 1 School | No |
| Differentiated Accountability (DA) | No |

CONFIDENTIALITY NOTE: Information posted to this website will be open to public view. Do not include student's personally identifiable data, which is confidential and protected by FERPA.

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 Meeting Schedule](#) [PLC Resources](#)

| PLC Name | Day(s) of Week | Week(s) of Month | Start/End Dates | Start/End Times | Grade | |
|-------------------------|----------------|------------------|---------------------|--------------------|---------------|---|
| Literacy 12 | Thursday | 1st | 9/3/2015 - 4/7/2016 | 12:20 PM - 2:20 PM | 12 | Edit Delete |
| Literacy 11 | Thursday | 1st | 9/3/2015 - 4/7/2016 | 12:20 PM - 2:20 PM | 11 | Edit Delete |
| Health/Physical Fitness | Thursday | | 9/3/2015 - 4/7/2016 | 12:20 PM - 2:20 PM | 9, 10, 11, 12 | Edit Delete |
| ESE | Thursday | 1st | 9/3/2015 - 4/7/2016 | 12:20 PM - 2:20 PM | 9, 10, 11, 12 | Edit Delete |
| Academy of Finance | Thursday | 1st | 9/3/2015 - 4/7/2016 | 12:20 PM - 2:20 PM | 9, 10, 11 | Edit Delete |
| Guidance | Thursday | 1st | 9/3/2015 - 4/7/2016 | 12:20 PM - 2:20 PM | 9, 10, 11, 12 | Edit Delete |
| Government | Thursday | 1st | 9/3/2015 - 4/7/2016 | 12:20 PM - 2:20 PM | 12 | Edit Delete |

| | | | | | | |
|--|----------|-----|---------------------|--------------------|---------------|-----------------------------|
| Biology | Thursday | 1st | 9/3/2015 - 4/7/2016 | 12:20 PM - 2:20 PM | 9, 10, 11 | Edit Delete |
| Geometry | Thursday | 1st | 9/3/2015 - 4/7/2016 | 12:20 PM - 2:20 PM | 9, 10 | Edit Delete |
| World Geography | Thursday | 1st | 9/3/2015 - 4/7/2016 | 12:20 PM - 2:20 PM | 9, 12 | Edit Delete |
| World History | Thursday | 1st | 9/3/2015 - 4/7/2016 | 12:20 PM - 2:20 PM | 10 | Edit Delete |
| Math | Thursday | 1st | 9/3/2015 - 4/7/2016 | 12:20 PM - 2:20 PM | 9, 10, 11, 12 | Edit Delete |
| Algebra | Thursday | 1st | 9/3/2015 - 4/7/2016 | 12:20 PM - 2:20 PM | 9, 10, 11 | Edit Delete |
| Social Studies | Thursday | 1st | 9/3/2015 - 4/7/2016 | 12:20 PM - 2:20 PM | 11, 12 | Edit Delete |
| World Language | Thursday | 1st | 9/3/2015 - 4/7/2016 | 12:20 PM - 2:20 PM | 9, 10, 11, 12 | Edit Delete |
| Fine Arts | Thursday | 1st | 9/3/2015 - 4/7/2016 | 12:00 PM - 2:00 PM | 9, 10, 11, 12 | Edit Delete |
| Literacy 10 | Thursday | 1st | 9/3/2015 - 4/7/2016 | 12:20 PM - 2:20 PM | 10 | Edit Delete |
| Literacy 9 | Thursday | 1st | 9/3/2015 - 4/7/2016 | 12:20 PM - 2:20 PM | 9 | Edit Delete |
| Career Technology Education | Thursday | 1st | 9/3/2015 - 4/7/2016 | 12:20 PM - 2:20 PM | 9, 10, 11, 12 | Edit Delete |
| Physics/Chemistry | Thursday | 1st | 9/3/2015 - 4/7/2016 | 12:20 PM - 2:20 PM | 10, 11, 12 | Edit Delete |
| STEM (Science, Technology, Engineering, Mathematics) | Thursday | 1st | 9/3/2015 - 4/7/2016 | 12:20 PM - 2:20 PM | 9, 10, 11, 12 | Edit Delete |
| US History | Thursday | 1st | 9/3/2015 - 4/7/2016 | 12:20 PM - 2:20 PM | 11 | Edit Delete |

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 difficulties. Those in danger of failure and/or retention are receiving assistance and support.

[Early Warning Indicators RtI Team Meeting Schedule Schoolwide Behavior Plan Attendance Plan All RtI Documents](#)

Graduation/College and Career Readiness (Early Warning Indicators)

| Data for: 2013-2014 | | | | | | | Data For: 2014-2015 | | |
|---------------------|--------------------|---|--|--|--------------------------------------|---|---------------------|--------------------|---|
| Grade Level | Student Enrollment | % of students with attendance below 90% | % of students with 1 or more suspensions | % of students with course failure in ELA or Math | % of students level 1 in ELA or Math | % of students exhibiting 2 or more Early Warning Indicators | Grade Level | Student Enrollment | % of students with attendance below 90% |
| 9 | 839 | 16.21 | 7.87 | 21.10 | 7.80 | 12.51 | 9 | 778 | 7.84 |
| 10 | 819 | 17.46 | 9.89 | 24.00 | 8.40 | 14.77 | 10 | 827 | 10.04 |
| 11 | 743 | 19.52 | 6.86 | 27.70 | 26.70 | 15.61 | 11 | 786 | 8.91 |
| 12 | 761 | 18.13 | 4.73 | 9.20 | 19.10 | 6.18 | 12 | 719 | 7.93 |

Describe all intervention strategies employed by the school to improve the academic performance of student system.

Intervention strategies for early warning indicators include:

Tier 1 strategies:

- Contacting parent to discuss concerns
- Contacting student to discuss concerns
- Sharing concerns with Team Leaders and school counselor
- Changing seat
- Repeating directions
- Pairing with a stronger student
- Conducting parent conference
- Having student repeat directions
- Maintaining close proximity when giving directions
- Providing alternative assignments
- Differentiated Instruction
- Providing after school support
- Promoting the use of agendas

Tier 2 strategies:

- CICO - Check-in, Check-out Program
- Peer Mentoring
- Student Teacher Mentoring

Tier 3 Strategies

- Weekly RtI Meetings
- Alternative Placement
- Progress Reports

Small group pull outs

RtI Team Meeting Schedule

| Day(s) of Week | Week(s) of Month | Start/End Dates | Start/End Times | |
|-----------------------|-------------------------|------------------------|------------------------|---|
| Tuesday | 1st, 3rd | 9/1/2015 - 5/31/2016 | 1:00 PM - 2:00 PM | Edit Delete |
| Thursday | | | | |

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.

[ASSIST Self Assessment](#) [ASSIST Self Assessment Results Evidence/Artifacts Accreditation Manual/Documentation Standards and Indicators](#)

Self-Assessment Ratings

| Accreditation Standard | Overall Rating |
|--|-----------------------|
| Purpose and Direction | 2.0 |
| Governance and Leadership | 2.67 |
| Teaching and Assessing for Learning | 2.33 |
| Resources and Support Systems | 2.71 |
| Using Results for Continuous Improvement | 2.2 |

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

Administration is continuously reviewing the vision and purpose of the school while encouraging involvement and input from all stakeholders. Staff members meet monthly in faculty based assemblies to go over any new policies and/or strategies that should be used to reach goals of student success. Also ongoing is collaborative discussion among staff, often with administrative attendance, that is conducted monthly in PLC's to discuss student data, RtI strategies, curriculum standards, or general concerns a teacher may have.

Evidence/Artifacts

| File Name | Standards & Indicator | Upload Date | |
|---|---|----------------|--|
| AdministrativeRolesResponsibilities.pdf | Standard 2: Governance and Leadership (2.3) | 2/22/2016 | Edit Standard Rename File Delete |
| School-Mission-Vision.pdf | Standard 1: Purpose and Direction (1.2) | 2/22/2016 | Edit Standard Rename File Delete |
| SAC-Agenda-011316.pdf | Standard 1: Purpose and Direction (1.1) | 2/22/2016 | Edit Standard Rename File Delete |
| MentoringInitiativeEmail.pdf | Standard 3: Teaching and Assessing for Learning (3.7) | 1/21/2016 | Edit Standard Rename File Delete |
| PDProgram.pdf | Standard 3: Teaching and Assessing for Learning (3.11) | 1/21/2016 | Edit Standard Rename File Delete |
| RtIReferralServices.pdf | Standard 4: Resources and Support Systems (4.6) | 1/19/2016 | Edit Standard Rename File Delete |

| | | | |
|--|--|-----------|--|
| ProgramCourseDescriptionGuide.pdf | Standard 3: Teaching and Assessing for Learning (3.1) | 1/19/2016 | Edit Standard Rename File Delete |
| AccredTrainAgendaSignIn111815.pdf | Required Action 1: | 1/19/2016 | Edit Standard Rename File Delete |
| AccredStakeholdTrainPlan_2015.pdf | Required Action 1: | 1/19/2016 | Edit Standard Rename File Delete |
| AnnualOperatingBudget.pdf | Standard 4: Resources and Support Systems (4.2) | 1/19/2016 | Edit Standard Rename File Delete |
| CollegeNightBrochure2.pdf | Standard 4: Resources and Support Systems (4.7) | 1/19/2016 | Edit Standard Rename File Delete |
| iObservTeacherStrategiesReport.pdf | Standard 3: Teaching and Assessing for Learning (3.3) | 1/19/2016 | Edit Standard Rename File Delete |
| EquipmentInventory.pdf | Standard 4: Resources and Support | 1/19/2016 | Edit Standard Rename File Delete |

Systems
(4.5)

[Information-Resources.PNG](#)

**Standard
4:**
Resources
and
Support
Systems
(4.4)

1/15/2016 [Edit Standard Rename File Delete](#)

[MSD-Test-Schedule.docx](#)

**Standard
5:** Using
Results for
Continuous
(5.1)

1/15/2016 [Edit Standard Rename File Delete](#)

[Calculating-Semester-Grades.doc](#)

**Standard
3:** Teaching
and
Assessing
for
Learning
(3.10)

1/15/2016 [Edit Standard Rename File Delete](#)

[Student-Info-Access.PNG](#)

**Standard
3:** Teaching
and
Assessing
for
Learning
(3.9)

1/15/2016 [Edit Standard Rename File Delete](#)

[PLC.PNG](#)

**Standard
3:** Teaching
and
Assessing
for
Learning
(3.11)

1/15/2016 [Edit Standard Rename File Delete](#)

[DataTeam_Steps.docx](#)

**Standard
3:** Teaching
and
Assessing

1/15/2016 [Edit Standard Rename File Delete](#)

| | | | |
|--|--|-----------|--|
| | for Learning (3.6) | | |
| CFA-presentation.pdf | Standard 3: Teaching and Assessing for Learning (3.5) | 1/15/2016 | Edit Standard Rename File Delete |
| MSDEvacuationPlan.pdf | Standard 4: Resources and Support Systems (4.3) | 1/15/2016 | Edit Standard Rename File Delete |
| iObservationTeacher-EvalReport.pdf | Standard 2: Governance and Leadership (2.6) | 1/15/2016 | Edit Standard Rename File Delete |
| FSAMathRetakeResults.pdf | Standard 3: Teaching and Assessing for Learning (3.2) | 1/15/2016 | Edit Standard Rename File Delete |
| FSA9th10thGradeWritingPlan.pdf | Standard 3: Teaching and Assessing for Learning (3.4) | 1/15/2016 | Edit Standard Rename File Delete |
| RtITeacherStrategiesSummary.pdf | Standard 5: Using | 1/15/2016 | Edit Standard Rename File Delete |

| | | | |
|--|--|------------|--|
| | Results for Continuous (5.3) | | |
| SchoolProfile.pdf | Standard 5: Using Results for Continuous (5.4) | 1/15/2016 | Edit Standard Rename File Delete |
| SACCompositionReport_15_16.pdf | Standard 2: Governance and Leadership (2.2) | 12/8/2015 | Edit Standard Rename File Delete |
| AccredSelfAssess.pdf | Standard 5: Using Results for Continuous (5.2) | 12/8/2015 | Edit Standard Rename File Delete |
| StaffHandbook.pdf | Standard 2: Governance and Leadership (2.1) | 11/20/2015 | Edit Standard Rename File Delete |
| CalendarStakeholdMeetings.pdf | Standard 2: Governance and Leadership (2.4) | 11/13/2015 | Edit Standard Rename File Delete |
| BudgetAllocationMinutesOct.pdf | Standard 2: Governance and Leadership (2.5) | 11/13/2015 | Edit Standard Rename File Delete |

| | | | |
|---|---|------------|--|
| CourseSelectionCards.pdf | Standard 3: Teaching and Assessing for Learning (3.8) | 11/13/2015 | Edit Standard Rename File Delete |
| DeptChairMeeting092915.pdf | Standard 1: Purpose and Direction (1.3) | 11/13/2015 | Edit Standard Rename File Delete |
| PTSA-2015-16-Calendar.pdf | Standard 5: Using Results for Continuous (5.1) | 11/13/2015 | Edit Standard Rename File Delete |
| SAC_SAF-2015-16-Calendar.pdf | Standard 1: Purpose and Direction (1.1) | 11/13/2015 | Edit Standard Rename File Delete |
| Tutoring-Schedule-2015-16.pdf | Standard 3: Teaching and Assessing for Learning (3.12) | 11/13/2015 | Edit Standard Rename File Delete |
| StudentAchievementData.pdf | Standard 5: Using Results for Continuous (5.5) | 11/13/2015 | Edit Standard Rename File Delete |
| AccredTrainAgendaSignIn110515.pdf | Required Action 1: | 11/13/2015 | Edit Standard Rename File Delete |

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 Composition Report SAC Upload Center SAC Manual/Documentation Waiver Application](#)

SAC Upload Center

| File Name | Meeting Month | Document Type | Uploaded Date | Edit Delete |
|---|---------------|---------------|---------------|--|
| 3011_AgendaSignInMinutes_011316.pdf | January | Monitored | 1/20/2016 | Edit Delete |
| APlusRecogFundsBallotVotingSignIn121615.pdf | December | A+ Funds | 1/5/2016 | Edit Delete |
| AgendaSignInMinutes120915.pdf | December | A+ Funds | 1/5/2016 | Edit Delete |
| SAC-ByLaws.pdf | December | ByLaws | 12/8/2015 | Edit Delete |
| 3011_AgendaSigninMinutes_111815.pdf | November | Approved | 11/30/2015 | Edit Delete |
| 3011_SACCompositionReport_15_16.pdf | October | Developed | 11/13/2015 | Edit Delete |
| 3011_AgendaSignInMinutes_101415.pdf | October | Developed | 10/27/2015 | Edit Delete |
| 3011_AgendaMinutesSignIn_090915.pdf | September | ByLaws | 9/28/2015 | Edit Delete |

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.

[Goals, Strategies & Activities BPIE SIP Manual/Documentation](#)

| Band | Points Earned | Rank within SES Band | Points to Next Band | Points to Bridge Half the Gap to the Top of SES Band | Points to Reach Top of SES Band | Download Band Data |
|------|---------------|----------------------|---------------------|--|---------------------------------|------------------------------------|
| 9 | 597 | 14 of 36 | 13 | 59 | 118 | Download Band Data |

Goals

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

As evidenced by our SES Band Data the content areas that will be the focus for improving student achievement include Writing, Literacy, Math and Science.

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

Stoneman Douglas will be scaling-up BEST Practices 3 (Optimal Internal/External Relationships) and 4 (Scaling-Up of BEST practices) to improve teaching and learning in order to increase performance within the SES Band

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

Stoneman Douglas will be scaling up BEST practices via the district-wide Advanced Placement PLCs, which will ensure that each school in our SES Band engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. We will collaborate with other schools to share what is already working in our schools. Teachers and administrators have communicated with these schools to share information and resources for improving instructional practices in Advanced Placement subjects. Teachers and administrators involved in these PLCs will discuss teaching strategies which include, but are not limited to: Online Thread Discussions, Debates on Historic and Modern Figures, Blogs, and Google Docs making sure students understand Big Picture Concepts and projects aimed at specific topics. These meetings will support the development, implementation and continuous improvement of Advanced Placement teaching strategies that include achievement of learning, critical thinking and life skills. In addition, Best Practices will be shared during Sub Cadre Meetings.

Our school will also offer Extended Learning Opportunities (ELO) for all students in the following areas: Algebra, Geometry, Biology, SAT and ACT. Our SAC committee is also sponsoring a new Reading initiative to promote reading in all grade levels and for all groups of students, especially the lowest 25% making learning gains in reading.

Instructional Implications: Discuss the success of specific strategies/activities and provide a rationale as to why those academic improvements occurred as a result of those strategies.

Our internal/external collaboration has helped us develop instructional materials and strategies that focus on providing a rigorous curriculum for our students with a laser focus on the standards (FLSS and Collegeboard course descriptions).

The ELO and SAT/ACT Saturday camps help all of our students to improve their content

knowledge and critical thinking/problem-solving skills by providing remediation and/or enrichment in order to improve academic success.

Strategies & Activities

| Strategies | Persons responsible | Deadline | Professional Development | Budget | |
|--|--|-----------|--------------------------|------------------------------|--|
| Reading Initiative | Amy Oppy, Reading teacher | 4/30/2016 | | \$1,000.00 | Edit Delete |
| SAT/ACT Saturday Camps | Maximo Rosario, Assistant Principal | 5/28/2016 | | City of Parkland, Sponsor | Edit Delete |
| ELO Saturday Camps | Maximo Rosario, Assistant Principal | 5/28/2016 | | \$10,000.00 | Edit Delete |
| Sub Cadre Meetings | Ty Thompson, Principal | 6/10/2016 | | \$0.00 | Edit Delete |
| District Advanced Placement PLCs (quarterly) | Lucille Flynn, Assistant Principal | 5/27/2016 | | \$0.00 | Edit Delete |

RESOURCE DOCUMENTS

[FLDOE Annual SPAR Report](#)

[Florida Continuous Management System \(CIMS\) Report](#)

[School Board of Broward County Policy 1403 Accountability and Improvement](#)

[School Board of Broward County Policy 1403-A Procedural Guidelines for School Accountability and Improvement](#)

[Florida State Statute 1001.42 – Powers and Duties of District School Board](#)

[Florida State Statute 1001.452 – District and School Advisory Councils](#)

[Office of School Performance and Accountability Website - Initiatives](#)

[Accreditation Information – AdvancEd Website](#)

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