

School Improvement Plan (SIP)

School Name Banyan ES (2001)

School Year 2017 - 2018

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
Science PLC	Wednesday	1st2nd3rd4th	9/20/2017 - 5/16/2018	2:15 PM - 3:00 PM	1, 2, 3, 4, 5
Math PLC	Wednesday	1st2nd3rd4th	9/20/2017 - 5/16/2018	2:15 PM - 3:00 PM	1, 2, 3, 4, 5
Reading PLC	Wednesday	1st2nd3rd4th	9/20/2017 - 5/16/2018	2:15 PM - 3:00 PM	1, 2, 3, 4, 5

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: 2016-2017 (Last updated: 8/29/2017)						
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	70	12.90			23.80	5.70
1	105	16.20	2.90		15.60	2.90
2	102	12.70	3.90		21.30	3.90
3	118	11.00	0.80		23.20	6.80
4	111	9.00			34.00	3.60
5	113	14.20			26.90	5.30

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

The intervention strategies used are the BAS system, which are performed 3 times yearly, as well as Easy CBM across RTI comprehension intervention.

We also look at monthly standards mastery mock assessments, as well as IReady assessments given 3 times yearly.

Ready is our supplemental curriculum for Grades K-5, Leveled Literacy Intervention LLI, Quick Reads, and Journeys Write in Reader are used for small intervention groups.

The CPS team meets on a weekly basis to monitor all students in RTI, and how they are progressing towards their individual goals. When students are not progressing, their interventions are changed or the amount of time need to implement the interventions is adjusted.

RtI Team Meeting Schedule

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Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th	9/4/2017 - 6/4/2018	9:00 AM - 11:00 AM
Monday	1st, 2nd, 3rd, 4th	9/4/2017 - 6/4/2018	9:00 AM - 11:00 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	2.0
Governance and Leadership	3.0
Teaching and Assessing for Learning	2.92
Resources and Support Systems	2.88
Using Results for Continuous Improvement	2.80
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p>	

This year we will continue with our Professional Learning Communities being held weekly, within subject areas instead of grade levels. This will allow a more laser focus on the following: analyzing student data, working collaboratively to unwrap the Florida State Standards, as our students move from grade to grade. This will include step by step instructions, research based remediation and enrichment components, various teaching materials, strategies, and websites information that will be utilized to enhance student achievement. In addition, we will continue utilizing the computer based progress monitoring system from IReady, which allow students in Grades 2-5 to take computer based assessments that align closely to the actual computer based Florida State Assessment given in March and April.

This year we will also implement departmentalization in Grades 4 and 5 by subject area.

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
signinSAC92017.pdf	October	None	10/30/2017
Signinagenda101817.pdf	October	None	10/30/2017
SACcomposition1718.pdf	October	None	10/30/2017
SACdates1718.pdf	October	None	10/30/2017
SACminutesSeptember-2017.docx	September	None	10/17/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	370	104 of 205	2	64	128

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

The school ensures classroom instruction alignment to the Florida Standards by doing Administrative classroom walkthroughs, collecting Professional Learning Community minutes and lesson plans, collecting data from monthly Florida Standards Mock assessments and IReady data reports that align to the Florida Standards.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

The students at Banyan Elementary school, have access to information text tthrough a variety of Florida Standard based programs that are approved by district and monitored by teachers and administration. The following is a list of additional mediums utilized by the school to ensure that students have access to inforamntional text for each content area:

Newsela - an instructional content website with current events, and student friendly stories that are tailor made for diversified classrooms. The stories are also diffreientiated by lexile levels.

Readworks.org - an online resource for reading that aligns to the Florida Standards. It also provides lesson plans for novel studies, as well as instructional units based on the Florida Standards.

Learning.com - an online reosurce, which supplies digital literacy skills, as well keyboarding, coding and computation thinking skills.

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

As evidenced by the SES Band data, Banyan Elementary main focus will be on reading this year due to the fact that only 55% of our students were proficient and only 46% of our lowest quartile students made 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?

We will conduct our weekly Professional Learning Communities with an emphasis on specific subjects i.e. Writing, Reading, Math., etc. one teacher from each grade will participate in the Professional Learning Community. We believe this will allow our teachers from each grade level to collaborate on effective teaching methods in their particular area, as well as allow for "spiraling up" as each teacher will be able to articulate the needs of the next grade level.

Our core reading program will be Ready, which aligns with our iReady computer based progress monitoring system that aligns to the Florida State Standards. Teachers will also meet with administration and academic coaches during the following months: November, December, February, and March for individual data chats that will focus on reviewing mock assessment data from iReady, weak strands, lowest quartile group progress, and action plans for student improvement. In addition, students' portfolios and data trackers will be utilized to track their progress.

This year we will also be departmentalized in Grades 4 and 5.

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

We will conduct weekly Professional Learning Communities, with a laser focus on the following: analyzing students' data, working collaboratively to unwrap the Florida State Standards, and develop in-depth lessons (i.e., CARE packages) that will include step by step instructions, research based remediation and enrichment components, various teaching materials, strategies, and websites information that will be utilized to enhance student achievement. In addition, we will be utilizing a computer based progress monitoring system from iReady that will allow students in Grades 2-5 to take computer based assessments that align closely to the actual computer based Florida State Assessment (FSA) given in March and April. This will give our students the practice they need for taking computer based assessments so that they will feel more comfortable when taking the actual FSA on-line. Our data chats will focus on analyzing monthly mock data, sharing best teaching practices, enhancing instructional plans, and monitoring the academic progress of all students. Finally, we will be departmentalized in Grades 4 and 5 where each teacher will be responsible for teaching one subject area to all the students on the grade level on a rotating schedule. Our strongest reading teachers were identified by looking at their reading data from the FLDOE over a three-year period. In addition, we will institute a walk to read program in the lower grades with a focus on building students' reading skills in the following areas: phonics, phonemic awareness, vocabulary, fluency, and comprehension. We strongly feel, that if we focus on these areas daily, students will be able to show significant growth in all subject areas and the FSA.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
1. Weekly Professional Learning Communities 2. Monthly Data Chats (with teams and individual teachers) 3. Monthly Mock Assessments 4. Departmentalization of grades 4 and 5	Administration, Instructional Coaches, and Guidance	4/30/2018		

School Improvement Plan (SIP)

School Name Central Park ES (2641)

School Year 2017 - 2018

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
Deconstructing Florida Mathematics Standards to Effectively Plan and Instruct with Rigor Emphasizing Performance Based Tasks	Monday Tuesday Wednesday Thursday Friday	1st2nd3rd4th5th	8/16/2017 - 4/20/2018	2:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5

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: 2016-2017 (Last updated: 8/29/2017)

Grade	Student Enrollment	Data For: 2016-2017 % of students with attendance below 90%	% of students with suspensions	(Last updated: 8/29/2017) % of students with course failure in ELA or Math	% of students level in Math ELA or Math	% of students exhibiting 2 or more Warning Indicators
KG	171	15.80			7.30	1.20
1	180	10.60			15.50	3.30
2	168	7.70	0.60		8.60	1.20
3	171	8.20			10.80	1.80
4	176	9.10			13.30	2.30
5	150	10.00	2.00		19.20	1.30

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

All students are initially screened in all content areas to determine preliminary abilities and levels for instruction. Explicit teacher modeling and direct teaching are part of daily instruction. Classroom instructional plans and implementation reflect the accommodations for those ESE children on IEP plans, children needing 504 accommodations, and those requiring ESOL strategies. Differentiated instruction is embedded in daily direct instruction, the gradual release model is implemented leading to differentiated learning centers and cooperative learning. Organizational supports are embedded in instruction including, but not limited to, graphic organizers and note taking. Small group instruction is also part of the instructional routine to further differentiate and address those students requiring remediation to ensure proficiency of grade level Standards. Data chats with administration and teachers, as well as data chats with teachers and students, assist in monitoring and planning for continued instructional differentiation. Starting at the end of the first quarter marking period, children that continue to exhibit difficulty with grade level Standards, as evidenced through their data, are placed on a Progress Monitoring Plan (PMP) in reading and/or mathematics. They are more frequently progress monitored, with double dose of instruction in small group settings. Those continuing to exhibit difficulties in student learning gains are considered for a higher level of support through the Response to Intervention model. Additional early warning indicators including excessive absences and habitual tardiness are addressed by the classroom teacher with both parents and administration.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th, 5th	9/11/2017 - 5/17/2018	8:30 AM - 1:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.33
Governance and Leadership	3.17
Teaching and Assessing for Learning	3.0
Resources and Support Systems	3.29
Using Results for Continuous Improvement	3.0
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>Purpose and Direction - To increase our overall rating in this area, we will communicate to all stakeholders the implementation of the School Improvement Plan. SAC (School Advisory Council), SAF (School</p>	

Advisory Forum), and PTA (Parent Teacher Association) will meet on a monthly basis to discuss, review, and revise the School Improvement Plan. In addition, the Accreditation Standards will be discussed during these meetings and documents/artifacts to meet each standard will be shared with stakeholders. To sustain areas of strength, all stakeholders will continue to meet on a monthly basis and discuss student achievement data from formative and interim assessments. To improve the area of need, teachers, leadership team, and administration will meet on a monthly basis to assist teachers with their instruction and assessment/data literacy to increase student proficiency.

Governance and Leadership - To increase our overall rating in this area, administration will observe classroom lessons and give feedback both individually and school-wide (common trends), conduct quarterly individual teacher data chats, and facilitate and assist teachers with progress monitoring using research-based intervention programs through the Multi-Tiered Support System (MTSS). Grade levels will meet weekly to develop lesson plans aligned to Florida Standards, which integrates Science and Social Studies resources. Minutes of these meetings will be documented and given to administration.

Administrators are credentialed evaluators as evidenced by the inter-rater reliability, and provide feedback regularly to improve instructional practices. Faculty and Content Area Committee meetings will be held monthly for staff development opportunities, which include the CARE (Curriculum, Assessment, Remediation, and Enrichment) Cycle. Areas that need improvement are the development of performance based tasks aligned to Florida Standards that demonstrate proficiency in English Language Arts and Mathematics based on student evidence. To sustain our areas of strength, administration will continue to observe in classrooms and provide feedback on classroom instruction. Grades levels will use pacing guides to ensure that all English Language Arts and Mathematics standards are taught to depth, which will include remediation and enrichment activities. To improve areas of need, teachers will participate in PLC's (Professional Learning Communities) and time will be provided for collaboration and planning.

Teaching and Assessing for Learning - To increase the overall rating in this area, during PLC's, grade levels will collaborate on student expectations and look at student gaps coming into the grade and leaving the grade. Also, we will continually communicate with all stakeholders through parent link, mobile app, school web site, schoolwide emails, student agenda, newsletters, and flyers. We have an abundance of active volunteers that support the school financially and will assist with student achievement. Students will use IReady Reading and Mathematics at school and home. An area that needs improvement would be to provide academic support beyond the school day for identified students who are not meeting grade level standards. To sustain the areas of strength, team planning, data chats, and collaboration will need to continue throughout the school year. It is important to make our volunteers feel valued in order to continually recruit new families that provide assistance through academic programs. To improve areas of need, we would like to offer either after school or Saturday camp for identified students if budget funds are available.

Resources and Support Systems - To increase the overall rating in this area, 100% of our classroom teachers will use the Promethean, Mimio, or Recordex Interactive Whiteboard and document camera with projectors to enhance student learning. We have a full-time micro-tech support person to assist teachers and students in locating information and utilization of technology. There is a New Educator Support System (NESS) in place to support new teachers to teaching or new to the school. Areas that need improvement are to continue to refresh outdated technology and purchase new equipment, and to inservice staff on these new technologies. Actions to sustain strengths will be to maintain an after care and summer camp program, which provides funds to purchase and update technology. To make improvements, we will continue to purchase essential technology to support learning in the classroom and provide staff development.

Using Results for Continuous Improvement - To increase the overall rating in this area, we will establish and maintain a clearly defined system that produces data from multiple assessment measures, which include: teacher developed assessments, IReady, Think Central, and state and district assessments. Disaggregation of assessment data identifies relevant groups to assist in differentiation to meet the needs of all learners. An area that needs improvement is to implement professional development that will show how data analysis will be used by the classroom teacher to improve and differentiate instruction to increase

student achievement. To sustain our strengths, we will continue to progress monitor multiple assessment data during quarterly data chats and grade level meetings. To improve our area of need, we will add a data analysis component to our grade level planning meetings.

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
2641_SAC_10252017.pdf	October	A+ Funds	10/29/2017
2641_-Central-Park-ASSIST-09152017.pdf	October	A+ Funds	10/21/2017
2641_SAF-Bylaws_09272017.pdf	September	SAF ByLaws	10/20/2017
2641_SAF_09272017.pdf	September	Monitored	10/20/2017
2641_SAC-Bylaws_09272017.pdf	September	SAC ByLaws	10/20/2017
2641_SAC_09272017.pdf	September	SAC ByLaws	10/20/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
8	460	55 of 116	1	61	122

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

Mirror Lake Elementary ensures classroom instruction is aligned to grade-level Florida Standards by providing teachers with learning goals and performance scales for English Language Arts, Science, and Mathematics. Tracking students progress using iReady Reading and Mathematics is essential in making sure instructional strategies are being fully implemented and accomplished in every classroom with fidelity. Teachers are provided with support through Professional Learning Communities (PLCs) and staff developments to share best practices to remediate students who are not proficient and enrich students who have shown proficiency in order to ensure students are college and career ready.

Instructional leaders collect evidence through classroom walkthroughs, iReady Reading and Mathematics Standards Based Assessments, and formal observations to ensure that all teachers are aligning their curriculum with the Broward County Public Schools Scope and Sequence, and Florida Standards.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Digital 3rd, 4th, and 5th grade classrooms

Scholastic News Grades K-5, Scholastic Science Spin Grades K-5, and Scholastic Storyworks Grades 2-5

CARE Packages Conceptual Unit Plans

Depth of Knowledge/Lexile Levels in Conceptual Unit Plans

iReady Reading and Mathematics Online Program

Sharing ELA, Science and Math standards, Item Specs and resources to support and assist teachers in K-5.

Focus on Marzano's High Effective 7 elements of Classroom Instruction

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?

Mirror Lake Elementary will be focusing on ELA. Based on our FSA Data, our ELA proficiency scores for 3rd grade was 57%, 61% for 4th grade, and 58% for 5th. This resulted in an average Proficiency Level of 59%. Although this was a 8% increase from previous year, this continues to be an area of weakness. Our average ELA learning gains last year were 71% and the average for our lowest quartile was 73%. Our focus this year is to improve our Tier I instruction utilizing higher order questions with higher text complexity.

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

In our Professional Learning Community (PLC), collaborative team planning is being done to create performance scales aligned to the current English Language Arts Standards. Systematic instructional adjustments are planned for to ensure the assessments (including formatives) are used to plan for remediation and enrichment within the CARE (Curriculum, Assessment, Remediation, Enrichment) cycle. Best practices are also shared in the team PLCs. Again, within the CARE cycle, English Language Arts curriculum planning focuses on incorporating the Standards within all content areas, with emphasis on performance tasks to deepen understanding and advance students within the performance scales.

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

Mirror Lake Elementary has shared best practices with various schools within the Plantation Zone and district. We have shared our Tier II vocabulary words Powerpoints and various resources and assessments. In addition, we have provided extensive professional development to our staff members as well as other teachers within our district.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Attend weekly grade level planning meetings K-2 (Tuesday) and 3-5 (Wednesday)	Administration and Literacy Coach	5/25/2018	None	\$0.00
Weekly MTSS Meetings	Administration and Support Staff	5/21/2018	None	\$0.00

Strategies	Persons responsible	Deadline	Professional Development	Budget
Quarterly data chats with teachers to ensure BEST practices 1, 2, and 3 are resulting in increased student performance.	Administration and Support Staff	5/25/2018	None	\$0.00
IReady Online Mathematics Program	Teachers and Administration	5/25/2018	IReady consultant will train teachers on reports and aligning lessons to their instruction	\$0.00
Implementation of performance based activities/assessments from illustrativemath.org	Teachers and Administration	5/25/2018	Presentation on the Deconstructed Standards by The Elementary Math Department for Grades K-5	\$0.00

School Improvement Plan (SIP)

School Name Discovery ES (3962)

School Year 2017 - 2018

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
Discovery Elementary 2017-2018 Professional Learning Communities	Wednesday	2nd4th	8/8/2017 - 5/16/2018	2:30 PM - 3:30 PM	Pre K, K, 1, 2, 3, 4, 5

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: 2016-2017 (Last updated: 8/29/2017)
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Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	142	9.00	0.60	16.30	2.80	3.20
1	155	9.70	0.50	14.50	2.60	2.40
2	185	6.60	1.10	17.80	0.50	
3	191					
4	166					
5	184					

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

The interventions that are being employed at Discovery Elementary to improve the academic performance of the students identified by the early warning system are as follows:

- Investigate what indicators they are exhibiting and establish the correct intervention/plan.
- Provide a mentor, home visits, rewards, involvement of various service providers, special activities to increase participation and/ or interest, a push/ pull-out model to assist in working to close the gaps of standrads that students are not proficient in (Case by Case Basis).
- Creating positive relationship with the students as well as setting high expectations for homework, attendance, behavior, and academic excellence.
- Academic interventions are put in place on a case by case basis through the use of various reserached based reading programs such as: the Journey's Write in Reader, Sight Word Fluency, Oral reading Fluency (ORF), Benchmark Assessment (BAS), Super QAR, Wilson's Foundations, Element of Vocabulary, i-Ready, Reflex Math, Quick Reads, Phonics for Reading, and the Reading Intervention Program.

RtI Team Meeting Schedule

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Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	2nd, 4th	9/25/2017 - 5/22/2018	8:30 AM - 2:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
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Purpose and Direction	3.33
Governance and Leadership	3.5
Teaching and Assessing for Learning	3.17
Resources and Support Systems	3.29
Using Results for Continuous Improvement	3.0

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

The activities that Discovery Elementary utilize to increase the schools ratings consist of:

- Purpose and direction the faculty and staff received the mission, vision, and beliefs statements at our first faculty meeting. During this meeting the Principal's focus and presentation, was reiterating to the staff what our school stands for, our purpose, and how we are going to achieve goal. The faculty meeting discussed ways to increase our communication with stakeholders through the use of our Discovery Elementary App. This app provides tons of information that is useful to our community and stakeholders. Discovery Elementary will host events and activities that directly link to our vision and mission and work towards our goals.
- Governance and Leadership: we will continue to communicate with our stakeholders at our SAC and SAF meeting. These meetings inform our stakeholders of our high expectations and how they are incorporated through our policies and procedures. Our teachers will participate in on-going professional development activities that will enhance their pedagogy and skills to develop innovative strategies, that will increase student achievement for our 21st century learners. The leadership team will be assigned meaningful roles to build capacity and empower others who are aspiring to become new leaders.
- Teaching and Assessing for Learning: we will provide opportunities for the staff to collaborate and plan vertically and horizontally. Teachers will meet bi-weekly in PLC's that focus on improving student achievement, disaggregating data and using it to identify trends within subgroups, and closing the gaps vertically. Grade level teams will meet bi-weekly, and will receive one day per quarter to plan standard base integrated units of study that will promote high expectations, rigor, complex texts, and student engagement for all students. Teams will also create and review data from formative and summative assessments. Once this data is reviewed the teams will track the students that need enrichment and remediation. Teachers will then discuss strategies to enhance the skills. Data will be viewed to determine if teachers need additional support. If so a mentor will be provided and opportunities will be given to observe other classrooms, and or have lessons modeled. Student learning time is also protected through minimal disruptions during the instructional day. Teachers will complete all Math and ELA lessons through small groups and centers utilizing technology and differentiation.
- Resources and Support Systems: After reviewing our data and hiring procedures, we will establish and implement strategies to help retain staff. Discovery Elementary uses a panel approach to interview potential employees. The panel will strategically ask questions to check the candidates subject area knowledge, skills, and to see if they will be a good fit for our school. Once the employee is hired, they will participate in our New to Discovery Mentoring group and will be assigned a mentor to offer support, and become acclimated with the policy, procedures, and expectations here at Discovery. Teachers are evaluated in several ways and will receive feedback in a timely manner so they are able to continue to grow and become an expert within their craft. Facilities will be checked, updated, and evaluated to ensure safety for all stakeholders.
- Using the Results for Continuous Improvement: we will establish a committee to analyze the results of the school improvement plan, as well as share our results with our stakeholders, and create goals that align with the needs of our students, faculty, and staff. We will also create professional development activities that will assist us in meeting our goal. Monitor teachers to ensure they are implementing the professional development strategies within their lessons with fidelity. Assess the standards that are being taught using the new strategies to see if they are working. We will also create a school wide process to analyze ongoing data and use it to improve our services and organizational effectiveness.

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Composition.pdf	October	None	10/30/2017
SAC-SAF-Meeting-Dates-17-18.pdf	October	None	10/27/2017
SAC_sign-in_10_19_17.pdf	October	SAC ByLaws	10/27/2017
SAC-Minutes-10.19.17.pdf	October	SAC ByLaws	10/27/2017
SAC-ByLaws.pdf	October	SAC ByLaws	10/25/2017
SAC-Agenda-10.19.17.pdf	October	SAC ByLaws	10/20/2017
SAC-Agenda-9.27.17.pdf	September	None	10/16/2017
SAC_Signin_9.27.17.pdf	September	None	10/16/2017
SAC-Minutes-9.27.17.pdf	September	None	10/16/2017

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	439	30 of 208	1	56	111

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

Discovery Elementary ensures classroom instruction is aligned to grade level Florida standards by:

- Ensuring teachers will participate in data-driven Professional Learning Communities
- Ensuring teachers will collaborate and engage in activities like curriculum mapping, sharing of best practices, and common planning
- IFCs are provided
- Research-based materials and resources available
- Ensuring instruction is data-driven and small group instruction is targeted to meet the individual students' needs

Evidenced by:

- Monitoring
- Rigor Walks/ Administrator Walkthroughs
- Analyzing Student Work
- PLC

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Teachers at Discovery Elementary have access to a resource room that contains a wide variety of informational text to teach in the content area.

- Guided Reading Informational Texts
- Authentic Nonfiction Novels
- Scholastic News with science and geography spin
- Times For Kids Magazine

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

According to our SES Band Data, Discovery Elementary needs to improve our student achievement in the area of Reading for learning gains in the lowest 25% quartile. This area was chosen because we scored a 53% and it was our lowest scoring area.

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?

- PLCs
- Follow Balanced literacy model and include Interactive Read Alouds, Shared Reading, Guided Reading Groups, and Independent Reading and Writing

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

PLCs

- These practices will be scaled up by allowing teachers to collaborate and work together to analyze their data and identify needs of the lowest quartile in reading.
- Teachers will problem solve on how to meet these needs by sharing best practices and identifying research-based resources to enhance this subgroups achievement.
- Teachers will follow Browards CARE Cycle and ensure that we remediate and enriching are students

Balanced Literacy

- Teachers will use BAS Data to Identify reading levels of these students
- Teachers will model what proficient readers sound like in an interactive read-aloud, targeting specific standards and exposing them to on level vocabulary and text
- Teachers will have shared readings to dive deeper into On level text
- Teachers will conduct guided reading groups using the instructional level of the students
- Teachers will allow time for independent reading and writing so students can apply their newly learned skills. This will allow time for double dose and interventions to close gaps and raise achievement in this subgroup.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
	Curriculum Specialist/ Administration Team	6/6/2018	Balanced Literacy Trainings	\$5,000.00
Browards CARE Cycle	Inservice Facilitator, Administration, Curriculum	5/23/2018	N/A	N/A

School Improvement Plan (SIP)

School Name Horizon ES (2531)

School Year 2017 - 2018

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
2531-Guided Reading for Grades K-5 (Different grade levels meet on different days and times during the week)	Monday Tuesday Wednesday Thursday Friday	1st2nd3rd4th5th	8/22/2017 - 5/18/2018	2:00 PM - 3:15 PM	K, 1, 2, 3, 4, 5

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: 2016-2017 (Last updated: 8/29/2017)

Grade	Student Enrollment	Data For: 2016-2017 % of students with attendance below 90%	(Last updated: 8/29/2017) % of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level of students in Math ELA or Math	% of students exhibiting 2 or more Warning Indicators
KG	105	19.00	4.80		13.90	5.70
1	89	6.70	5.60		21.60	4.50
2	106	11.30	2.80		15.30	4.70
3	97	12.40	6.20		29.10	5.20
4	98	20.40	2.00		44.30	13.30
5	105	16.20	3.80		33.70	8.60

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

Early academic screening to identify students with difficulties and low performance scores to determine placement of students into the RTI process is done during the school year. The school has three staff members that teach LLI to grades K-5, we also employ a reading teacher (who works a 53% week) and a resource teacher. The three staff members, reading and resource teacher pull small groups of struggling learners and also do push ins, in grades 3-5. We have parent and grandparent volunteers and also have volunteers from American Read Program who work with critically low students on a one-to-one basis. We are also using i-ready remediation and acaletics (math) computer programs in the classroom to assist in targeting low performing students.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th	8/30/2017 - 5/23/2018	8:00 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	3.33
Governance and Leadership	3.5
Teaching and Assessing for Learning	3.17
Resources and Support Systems	3.29
Using Results for Continuous Improvement	3.0

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

The activities that Discovery Elementary utilize to increase the schools ratings consist of:

- Purpose and direction the faculty and staff received the mission, vision, and beliefs statements at our first faculty meeting. During this meeting the Principal's focus and presentation, was reiterating to the staff what our school stands for, our purpose, and how we are going to achieve goal. The faculty meeting discussed ways to increase our communication with stakeholders through the use of our Discovery Elementary App. This app provides tons of information that is useful to our community and stakeholders. Discovery Elementary will host events and activities that directly link to our vision and mission and work towards our goals.
- Governance and Leadership: we will continue to communicate with our stakeholders at our SAC and SAF meeting. These meetings inform our stakeholders of our high expectations and how they are incorporated through our policies and procedures. Our teachers will participate in on-going

professional development activities that will enhance their pedagogy and skills to develop innovative strategies, that will increase student achievement for our 21st century learners. The leadership team will be assigned meaningful roles to build capacity and empower others who are aspiring to become new leaders.

- **Teaching and Assessing for Learning:** we will provide opportunities for the staff to collaborate and plan vertically and horizontally. Teachers will meet bi-weekly in PLC's that focus on improving student achievement, disaggregating data and using it to identify trends within subgroups, and closing the gaps vertically. Grade level teams will meet bi-weekly, and will receive one day per quarter to plan standard base integrated units of study that will promote high expectations, rigor, complex texts, and student engagement for all students. Teams will also create and review data from formative and summative assessments. Once this data is reviewed the teams will track the students that need enrichment and remediation. Teachers will then discuss strategies to enhance the skills. Data will be viewed to determine if teachers need additional support. If so a mentor will be provided and opportunities will be given to observe other classrooms, and or have lessons modeled. Student learning time is also protected through minimal disruptions during the instructional day. Teachers will complete all Math and ELA lessons through small groups and centers utilizing technology and differentiation.
- **Resources and Support Systems:** After reviewing our data and hiring procedures, we will establish and implement strategies to help retain staff. Discovery Elementary uses a panel approach to interview potential employees. The panel will strategically ask questions to check the candidates subject area knowledge, skills, and to see if they will be a good fit for our school. Once the employee is hired, they will participate in our New to Discovery Mentoring group and will be assigned a mentor to offer support, and become acclimated with the policy, procedures, and expectations here at Discovery. Teachers are evaluated in several ways and will receive feedback in a timely manner so they are able to continue to grow and become an expert within their craft. Facilities will be checked, updated, and evaluated to ensure safety for all stakeholders.
- **Using the Results for Continuous Improvement:** we will establish a committee to analyze the results of the school improvement plan, as well as share our results with our stakeholders, and create goals that align with the needs of our students, faculty, and staff. We will also create professional development activities that will assist us in meeting our goal. Monitor teachers to ensure they are implementing the professional development strategies within their lessons with fidelity. Assess the standards that are being taught using the new strategies to see if they are working. We will also create a school wide process to analyze ongoing data and use it to improve our services and organizational effectiveness.

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

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File Name	Meeting Month	Document Type	Uploaded Date
SAC-10_26_2017.pdf	November	Monitored	11/3/2017
Horizon-SAC-Composition.pdf	November	None	11/3/2017
SAC-by_laws-17_18.pdf	October	SAC ByLaws	10/3/2017
SAC-09_27_17.pdf	October	Monitored	10/3/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	341	134 of 205	-341	79	157

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

In grades K-5, all subjects are aligned to the Florida State Standards, by using Instructional Focus calendars, that are produced by the School Board of Broward County. These are used to help the classroom teachers in pacing their curriculum throughout the school year. Student data is collected monthly, by Administration and

Support Team, in order to ensure that classroom instruction is aligned to grade-level standards. Administration also conducts weekly classroom walk-throughs and weekly ELA/Math Curriculum Map support meetings.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Teachers use the Literacy Continuum, a tool for assessment, planning, and teaching. This is a system of strategic actions for the teaching of thinking within, about, and beyond the text. Students have access to a variety of computer programs. (i-ready reading and math, myon for sustained reading and fluency, Acaletics math, Stemsopes for science, and online textbooks for reteach and enrichment).

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

Our focus for improving student achievement will be in the area of Math for grades 3-5. This area was chosen due to the 2016-2017 FSA math 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?

Each grade level sets up a Morning Math program to improve on the basic math skills. Also, a new math program called Acaletics, is being used in alignment with the standards. Students in grades 3-5 utilize the i-ready math program, which has been set up to personalize each child's individualized lessons, guided by their diagnostic tests, given throughout the school year. In January, FSA Math Camp will be offered to our lowest performing students.

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

In January, FSA Math Camp will be offered to our lowest performing students. Acaletics math program will focus in on the lowest 25 percentile in grades 3-5, where teachers will make smaller group instruction. Support staff will also be working with this population the school year. Best practices will be scaled up also, by grade and vertical teaming aligned to the standards and Acaletics, hands-on training of Acaletics, and teachers also have the support from the Acaletics help center if needed.

Strategies & Activities

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Strategies	Persons responsible	Deadline	Professional Development	Budget
Best practices will be scaled up with grade and vertical team alignment to Acaletics and state standards.	Administration, Support Team, Classroom Teachers	5/31/2018	Acaletics training in house	\$7,700.00

School Improvement Plan (SIP)

School Name Meadowbrook ES (0761)

School Year 2017 - 2018

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
Literacy	Wednesday	2nd4th	10/11/2017 - 5/23/2018	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

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: 2016-2017 (Last updated: 8/29/2017)
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Data For: 2016-2017 (Last updated: 8/29/2017)						
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	113	24.50	9.00	46.50	46.50	20.40
1	122	23.80			36.50	5.70
2	110	29.10	1.80		26.70	7.30
3	142	22.50			30.20	7.00
4	107	17.80			30.50	6.50
5	136	13.20			37.90	8.10

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

1. Data is collected for 6-8 weeks on areas of weakness identified by the teacher.
2. Meadowbrook has a list of Tiered Interventions which is accessible to all classroom teachers for implementations. Also, the Tier Strategies, and Interventions are aligned to the District's Struggling Charts.
3. Each grade level has a Case Manager that follows up continuously on student's progress. RTI meetings are scheduled to address students' data, intervention data and strategies implemented before referral.

RTI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	10/5/2017 - 5/31/2018	8:00 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	3.17
Teaching and Assessing for Learning	3.0
Resources and Support Systems	3.14
Using Results for Continuous Improvement	3.2
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-agenda-10.26.17.docx	October	SAC ByLaws	10/31/2017
SAC-Sign-In-10.24.17.pdf	October	SAC ByLaws	10/31/2017
SAC-Composition-10.24.17.pdf	October	SAC ByLaws	10/31/2017
SAC-Bylaw-10.24.17.pdf	October	SAC ByLaws	10/30/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
2					

School Improvement Plan (SIP)

School Name Mirror Lake ES (1841)

School Year 2017 - 2018

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
MLE 1841	Tuesday	2nd4th	8/21/2017 - 6/5/2018	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

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: 2016-2017 (Last updated: 8/29/2017)
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Data For: 2016-2017 (Last updated: 8/29/2017)						
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	85	18.80			25.50	5.10
1	117	18.80			25.50	5.10
2	109	14.70			18.80	3.70
3	105	10.50			25.30	2.90
4	91	15.40			25.30	4.40
5	93	15.10	1.10		21.50	3.20

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

1. Data is collected for 6-8 weeks on areas of weakness identified by the teacher.
2. Meadowbrook has a list of Tiered Interventions which is accessible to all classroom teachers for implementations. Also, the Tier Strategies, and Interventions are aligned to the District's Struggling Charts.
3. Each grade level has a Case Manager that follows up continuously on student's progress. RTI meetings are scheduled to address students' data, intervention data and strategies implemented before referral.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Friday	1st, 2nd, 3rd, 4th, 5th	9/22/2017 - 5/25/2018	9:00 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	4.59
Governance and Leadership	4.31
Teaching and Assessing for Learning	4.44
Resources and Support Systems	4.44
Using Results for Continuous Improvement	4.39
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>The following activities will be conducted at MLE in order to increase our overall rating:</p> <ol style="list-style-type: none">1) Create and follow a focus academic calendar in order to align our curriculum in all content areas2) Follow district's pacing guide to ensure that all standards are covered prior to standardized assessment3) Conduct active and meaningful PLCs that are aligned with our SIP4) Closely monitor student progress with database that is aligned with C.A.R.E.5) Conduct periodic data chats to ensure that we are meeting the needs of all learners	

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
Mirror-Lake-SAC-Composition.pdf	November	Developed	11/3/2017
October-SAC-Agenda.docx	October	Monitored	10/31/2017
September-SAC-Agenda.docx	October	Monitored	10/31/2017
SAC-ByLaws.pdf	October	SAC ByLaws	10/31/2017
By-Laws-SAF.pdf	October	ByLaws	10/31/2017
2017-2018-PLC-SAC--SAF--SCHEDULE.docx	October	Monitored	10/31/2017

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
4	439	30 of 208	1	56	111

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

Mirror Lake Elementary ensures classroom instruction is aligned to grade-level Florida Standards by providing teachers with learning goals and performance scales for English Language Arts, Science, and Mathematics. Tracking students progress using iReady Reading and Mathematics is essential in making sure instructional strategies are being fully implemented and accomplished in every classroom with fidelity. Teachers are provided with support through Professional Learning Communities (PLCs) and staff developments to share best practices to remediate students who are not proficient and enrich students who have shown proficiency in order to ensure students are college and career ready.

Instructional leaders collect evidence through classroom walkthroughs, iReady Reading and Mathematics Standards Based Assessments, and formal observations to ensure that all teachers are aligning their curriculum with the Broward County Public Schools Scope and Sequence, and Florida Standards.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Mirror Lake Elementary has shared best practices with various schools within the Plantation Zone and district. We have shared our Tier II vocabulary words Powerpoints and various resources and assessments. In addition, we have provided extensive professional development to our staff members as well as other teachers within our district.

Digital 3rd, 4th, and 5th grade classrooms

Scholastic News Grades K-5, and Scholastic Storyworks Grades 2-5

CARE Packages Conceptual Unit Plans

Depth of Knowledge/Lexile Levels in Conceptual Unit Plans

iReady Reading and Mathematics Online Program

Sharing ELA, Science and Math standards, Item Specs and resources to support and assist teachers in K-5.

Focus on Marzano's High Effective 7 elements of Classroom Instruction

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?

Mirror Lake Elementary will be focusing on ELA. Based on our FSA Data, our ELA proficiency scores for 3rd grade was 57%, 61% for 4th grade, and 58% for 5th. This resulted in an average Proficiency Level of 60%. Although this was a 9% increase from previous year, this continues to be an area of weakness. Our average ELA learning gains last year were 71% and the average for our lowest quartile was 75%. Our focus this year is to improve our Tier I instruction utilizing higher order questions with higher text complexity.

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?

Mirror Lake Elementary has shared best practices with various schools within the Plantation Zone and district. We have shared our Tier II vocabulary words Powerpoints and various resources and assessments. In addition, we have provided extensive professional development to our staff members as well as other teachers within our district.

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

Best practices are shared within teams and PLCs. PLC's are being implemented with a focus on Tier 1 instruction. PLC members are analyzing student FSA data, formative data, collaborating about teaching strategies, lesson delivery, and resources for remediation and enrichment focused on ELA standards. PLCs are scheduled every other week to ensure that administration and support staff member can attend each PLC meeting. The role of administration and support staff members will be to ensure that the meeting is focused on raising student achievement in the standard(s) that is being taught by utilizing the English Lanugage Arts Deconstructed Standards and Test Specs

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
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School Improvement Plan (SIP)

School Name Nob Hill ES (2671)

School Year 2017 - 2018

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 Intermediate	Tuesday	2nd	9/12/2017 - 5/8/2018	2:20 PM - 3:00 PM	3, 4, 5
PLC Primary	Tuesday	2nd	9/12/2017 - 5/8/2018	2:20 PM - 3:00 PM	K, 1, 2

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: 2016-2017 (Last updated: 8/29/2017)						
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	88	17.00	3.40		22.70	5.70
1	98	10.20			13.00	1.00
2	97	23.70	1.00		12.20	3.10
3	110	11.80			22.40	3.60
4	87	14.90	2.30		34.60	5.70
5	78	21.80			14.50	7.70
6	1	100.00				

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

The RtI team is comprised of the classroom teacher, school administrators, the RtI coordinator, the school psychologist, the guidance counselor, the literacy coach, the ELL coordinator, and several other support personnel. This team meets on a weekly basis to address the needs of struggling students and assure students are being progress monitored.

Intervention strategies employed to increase the academic performance of students include:

- Academic push in groups focusing on the specific needs of students on students instructional level
- Implementation & utilization of Leveled Literacy Intervention (LLI) in grade K-3
- Individual behavior plans that monitor and correct specific student behaviors
- Technology programs that compliment curriculum and provide individual learning paths for students created on their levels
- Classroom teachers, school administrators, and support staff regularly monitor the attendance patterns of students; providing support/resources to families that struggle with consistent school attendance
- School personnel communicate with parents on a regular basis sharing current strengths and weaknesses of students
- Coaches are tracking data on BASIS and BAS

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th	8/28/2017 - 5/28/2018	12:00 PM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	2.5
Teaching and Assessing for Learning	2.58
Resources and Support Systems	2.57
Using Results for Continuous Improvement	2.2

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

Teaching and assessing for Learning: Teachers will attend professional development on using iReady assessment results to make instructional grouping decisions in ELA and Math

Resources and Support Systems: Teachers K-5 will attend professional development on small group differentiate Math instruction facilitated by the Math department.

Continuous Improvement: Teachers will attend bi-monthly Professional Learning Communities focused on English Language Arts and Math standards and teaching practices. Administrative walk throughs and observations will determine the success of the professional learning. Teachers will also attend a portfolio meeting (Data Chat) to discuss the interventions being implemented for their lowest 30% students as well as, thier on and above level students. In addition to the classroom teacher, the primary and intermediate literacy teachers will pull students out during their reading block for intensive interventions 5 days a week for 30 minutes each day. Starting in October, select students in 5th grade will attend after school tutoring in English Language Arts and Math to increase student success. Starting in January, students in grades 3-5 will attend ELO in Math, Science and ELA.

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
Nob-Hill-SAC-Composition.pdf	November	Developed	11/3/2017
10-10-17-Sign-In.pdf	October	Developed	10/19/2017
9-28-17-Sign-In.pdf	October	SAC ByLaws	10/19/2017
SAF-Sign-In-9_28_17.pdf	October	SAF ByLaws	10/19/2017
SAF-Bylaws-9_28_17.pdf	October	SAF ByLaws	10/19/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAF-Agenda-9_28_17.pdf	October	SAF ByLaws	10/19/2017
SAF-Sign-In-10_10_17.pdf	October	SAF ByLaws	10/19/2017
SAF-Minutes-10_10_17.pdf	October	SAF ByLaws	10/19/2017
SAC-Minutes-9-28-17.docx	October	Developed	10/19/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
5	398	74 of 131	-398	98	195

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

Instruction is aligned to Florida Standards as follows:

ELA, Social Studies and Science Standards at each grade level are identified and paced out in quarterly interdisciplinary Units of study. Grade level teams collaborate in team planning on a regular basis to identify

performance tasks and artifacts that will provide students with authentically engaging activities.

The evidence collected to insure that classroom instruction is aligned to grade level instruction standards as follows:

Interdisciplinary Units of study Pre test and post tests are utilized to assess mastery. Student Artifacts and performance task are used to insure alignment of classroom instruction and alignment of grade level standards.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Informational texts are available through classroom libraries, texts checked out at the media center, as well as online resources such as NewsELA.

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

The content area chosen for focus this year is Mathematics K-5. This Math content area was chosen due to a school wide drop in math scores overall. Math learning gains decreased by 13%. In addition, Learning Gains of students in the lowest 25% decreased by 28 points.

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

Best Practices:

Math Camps for targeted students will be increased for targeted students.

PLC's For Intermediate Grades and Primary Grades will incorporate math school wide and Small Group Instruction.

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

Math Department will be providing professional development for all teachers K-5 on small group math instruction.

PD will take place in November and support will be provided with walk throughs after the training is over. Teachers will use iready data to modify instruction of small groups based on student need

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
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School Improvement Plan (SIP)

School Name Peters ES (0931)

School Year 2017 - 2018

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
	Tuesday		9/6/2017 - 5/30/2018	2:15 PM - 3:10 PM	Pre K, K, 1, 2, 3, 4, 5

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: 2016-2017 (Last updated: 8/29/2017)
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Data For: 2016-2017 (Last updated: 8/29/2017)						
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	109	20.40	2.20	33.80	6.50	
1	93	12.90	1.60	29.40	4.80	
2	93	14.30	2.00	33.30	7.10	
3	124	11.80		20.70	2.40	
4	98					
5	85					

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

Student progress is monitored using formative assessments, monthly CARE assessments as well as BAS scores and iReady diagnostic assessments. Striving students are given support through the Response to Intervention process. Teachers, are members of the RtI team and meets regularly to discuss the strategies that are being implemented to assist the students and share their anecdotal to document the students' progress. The Leveled Literacy Intervention Program is being utilized with grades 1 - 5 this year to assist with ELA mastery. Students with early warning signs are identified by the school's counselor who also monitors the students' progress and meets with teachers to determine what additional services are needed.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 3rd	9/7/2017 - 5/31/2018	8:00 AM - 2:00 PM
Thursday	2nd, 4th	9/8/2017 - 5/31/2018	7:40 AM - 1:50 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	2.67
Governance and Leadership	3.33
Teaching and Assessing for Learning	2.75
Resources and Support Systems	2.57
Using Results for Continuous Improvement	2.60
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>Peters Elementary will continue to focus on improving instructional practices and delivering high quality instruction to all students. Teachers will receive professional development in the areas of standards based instruction, deconstructing the standards, small group instruction, guided reading, and using data to guide instruction.</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
Peters-Elementary-SAC-Meeting-dates.docx	October	None	10/30/2017
SAC_Agenda_Minutes_10-10-17.pdf	October	None	10/15/2017
SAC_Agenda_9-5-17_Sign_In.pdf	October	None	10/15/2017
SAC_by-laws_2017-18.pdf	October	SAC ByLaws	10/15/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
5	429	45 of 131	1	82	164

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

The school ensures classroom instruction is aligned to grade-level Florida Standards through classroom observations, PLC agendas, minutes, and data analysis, data-chats.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

We have a literacy room with a variety of informational texts that teachers check out and use in the classrooms for instruction. Title 1 schools received several books for each teacher to ensure this materials were being used for instruction.

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 2016 – 2017 data, 58% of the students were proficient in reading on the FSA. Peters Elementary will place an emphasis on increasing student achievement in reading.

During school year 2017 - 2018, Peters Elementary instructional leaders will focus on increasing student achievement in ELA. Florida Standard Assessment data derived from school year 2016 -2017 revealed:

- 8% increase in ELA proficiency
- 63% learning gains in ELA
- 55% learning gains in ELA with the lower quartile
- Both 3rd & 5th grades showed an increase in reading proficiency

The overall goal is to show a 10% increase in ELA proficiency. The present ELA proficiency is 58%.

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?

Identification and utilization of remediation and enrichment strategies aligned to the standards will be scaled up to improve teaching and learning. We will continue to address ELA through PLC's and staff development. Some of the staff development will focus on text complexity, rigor, and small group instruction.

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

Teachers will participate in weekly grade level PLCs. Within those PLCs, teachers will discuss the implementation of research based teaching strategies for remediation and enrichment. Some of these strategies include the implementation of learning goals & performance scales, high probability elements (Super 7) and effective tier 1 instruction. Teachers will also collaborate on the alignment of rigorous assignments aligned to the rigor of the FSA.

In addition to the scheduled PLC's, teachers will use their planning periods to address standards, resources, tier 1 instruction (best practices).

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
1. Administration conducts classroom observations focusing on Early Literacy and high quality instruction and provides feedback to K-2 teachers. 2. Monitor PLCs and review student and teacher data to ensure teachers are following the CARE Cycle and providing remediation or enrichment based on student data. 3. Provide professional development to K-2 staff focusing on Early Literacy and the alignment of resources to high quality instruction. 4. Utilize pull out/push in services to provide support to students performing below proficiency levels.	Administration, Support Staff	6/8/2018	Guided Reading, Balanced Literacy, BAS	\$3,000.00

School Improvement Plan (SIP)

School Name Plantation ES (0941)

School Year 2017 - 2018

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
STEM - Critical Friends	Monday	1st3rd	9/18/2017 - 6/4/2018	3:15 PM - 4:00 PM	Pre K, K, 1, 2, 3, 4, 5

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: 2016-2017 (Last updated: 8/29/2017)
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Grade	Student Enrollment	Data For: 2016-2017 (Last updated: 8/29/2017)				
		% 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	76	26.30	6.0	10.0	10.0	3.0
1	80	15.00	7.50		33.30	8.80
2	123	18.70	7.30		32.10	7.30
3	90	20.00	7.80		37.60	14.40
4	104	14.40	9.60		61.60	15.40
5	103	13.60	12.60		54.20	16.50

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

Student progress is monitored using formative assessments, monthly CARE assessments as well as BAS scores and iReady diagnostic assessments. Striving students are given support through the Response to Intervention process. Teachers, are members of the RtI team and meets regularly to discuss the strategies that are being implemented to assist the students and share their anecdotes to document the students' progress. The Leveled Literacy Intervention Program is being utilized with grades 1 - 5 this year to assist with ELA mastery. Students with early warning signs are identified by the school's counselor who also monitors the students' progress and meets with teachers to determine what additional services are needed.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	9/28/2017 - 5/31/2018	9:00 AM - 1:00 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	3.0
Governance and Leadership	3.0
Teaching and Assessing for Learning	3.0
Resources and Support Systems	2.86
Using Results for Continuous Improvement	2.8

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

Purpose and Direction: We have improved the process of reviewing, revising and communicating the purpose of our school since being under new leadership in the past year. We will strive to improve challenging educational programs to achieve thinking and learning skills. We will engage stakeholders from the school and community to ensure that student success is our number one focus. We will provide evidence that indicates commitment to instructional practices and develop a process for overall improvement.

Governance and Leadership: The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students in STEM. The school's leadership through STEM. We will work on autonomy of STEM initiatives.

Teaching and Assessing for Learning: Curriculum and learning experiences use data from student

assessments to drive instruction.

Teachers plan instructional strategies for enrichment and remediation through the CARE plan. Teachers collaborate in PLCs to ensure alignment. Our instructional coaches are dedicated to mentoring teachers and our team leaders also mentor. We also have a TIER program which targets new educators, new to the district and new to the grade level to ensure teachers have all of the support they need. A focus on professional development in learning goals and scales, Hitting the Target and Beyond the Map will ensure teachers are monitoring student progress on an on-going basis to reach all learners. The school will continue to provide opportunities for teachers to collaborate to improve instructional practices and mentorship programs.

Resources and Support Systems: Processes, policies and procedures ensure that school leaders maintain a staff of highly qualified staff who support our expectation of a safe and healthy learning environment for students. teachers and students have access to a modern technology infrastructure through Digital 4/Digital 5 and STEM. We strive to improve our processes for determining counseling, assessments, referrals, education and planning needs for students on the academic, social-emotional and behavioral levels through the Social Emotion Learning (SEL) initiative.

Using Results for Continuous Improvement: Professional and support staff are trained in rigorous professional development through our STEM grant. This allows the opportunity for teachers to include locally developed and standardized assessments. Data sources include formative and summative data to improve student learning. Results indicate that we need to ensure that our students are not only receiving rigorous/complex instruction, but also are monitored for continuous improvement on the Florida Standards. In addition, we will ensure that teachers are consistently teaching to the standards and designing curriculum aligned to the standards. The school will strive to improve processes for analyzing data that determining improvement in student learning, including readiness for and success at the next level. The school will monitor results. If results indicate no improvement, and school personnel will use results to designated implement continuous improvement action plans related to student learning, including readiness for and success at the next level.

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-By-Laws.pdf	October	SAC ByLaws	11/3/2017

File Name	Meeting Month	Document Type	Uploaded Date
Oct.-SAC-agenda_minutes_sign-insheets.pdf	October	SAC ByLaws	11/3/2017
Sept.-SAC-agend_minutes.pdf	November	None	11/3/2017
Plantation-SAC-Composition.pdf	November	Developed	11/3/2017
PEMS-SAC-Meeting-Dates-2017.docx	October	Monitored	10/20/2017

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
1	280	669 of 801	-280	119	237

School Improvement Plan (SIP)

School Name Plantation Park ES (1251)

School Year 2017 - 2018

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
CARE - Early Literacy - 21st Century Learning	Thursday	2nd	9/21/2017 - 5/10/2018	2:25 PM - 3:10 PM	Pre K, K, 1, 2, 3, 4, 5
CARE -Early Literacy 21st Century Learning	Tuesday	3rd	9/25/2017 - 5/22/2018	2:30 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5
CARE - Early Literacy - 21st Century Learning	Tuesday	1st	9/19/2017 - 5/22/2017	2:25 PM - 3:10 PM	Pre K, K, 1, 2, 3, 4, 5

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: 2016-2017 (Last updated: 8/29/2017)						
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	81	12.30			6.80	
1	91	8.80			18.80	1.10
2	106	5.70	0.90		18.30	2.80
3	103	8.70	1.90		10.90	1.90
4	94	11.70	3.20		27.50	7.40
5	96	10.40	5.20		28.00	7.30

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

Students' academic performance are monitored at least weekly and discussed in grade level team meetings. Additionally, grade level teams meet with administration and support staff to share students' data at our monthly data chats. Students' academic performance are tracked using such reports as BAS, i-Ready, teacher-made assessments, and district assessments. Targeted students are discussed and resources aligned to students' needs during weekly CPST meetings.

Some of the instructional materials used to target students' academic needs in Reading include Explode the Code, Phonics for Reading, Quick Reads, Words Their Way, i-Ready Toolbox, LLI, i-Ready LAFS, The Comprehension Toolkit, Write in Reader, Vocabulary.com, and Jan Richardson Strategies

Some of the instructional materials used to target students' needs in Math include i-Ready MAFS, Engage NY, i-Ready.com, and Go Math Intensive Intervention

We monitor to ensure teachers implement highly effective instructional strategies to ensure all students receive quality and impactful Tier 1 instruction every day. Direct training and support is provided to teachers as a part of the schoolwide continuous improvement model.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/6/2017 - 5/23/2017	8:30 AM - 2:00 PM
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/23/2017 - 5/23/2018	8:30 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3
Governance and Leadership	3
Teaching and Assessing for Learning	3
Resources and Support Systems	2.86
Using Results for Continuous Improvement	3

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

In the area of Purpose and Direction, Plantation Park Elementary School will continue to increase the frequency of communication with which we share our purpose statement with both internal and external stakeholders through newsletters and Parentlink. In the area Governance and Leadership, the members of the leadership team will solicit feedback from all stakeholders regarding our decision making processes to ensure that all members have a voice. In order to improve in Teaching and Assessing for Learning, we will be deliberate in targeting teachers to actively engage in effective PLC's that produce and promote Higher Order Thinking across all areas of the curriculum. In the lowest scoring area, Resources and Support Systems, Plantation Park will increase student and teacher access to technology by acquiring funding from multiple sources including grant writing, bond funds, etc. in order to provide technology devices to all students. In the last area, Using Results for Continuous Improvement, teachers will develop, monitor, and make adjustments as needed to the CARE cycles to ensure that both instruction and assessments are aligned to Florida Standards to ensure student success and provided individualized instruction based on student needs.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
ELA-Writing-CommitteeNotes0926.pdf		9/27/2017
9.26.17-Science-Tech-minutes.pdf		9/27/2017

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date

File Name	Meeting Month	Document Type	Uploaded Date
Plantation-Park-SAC-Composition.pdf	November	Developed	11/3/2017
SAC-Meeting-Dates-2017-2018.pdf	October	None	10/31/2017
SAC-10-11-17-Minutes.pdf	October	A+ Funds	10/19/2017
SAC-By-Laws-2017.2018.pdf	October	SAC ByLaws	10/19/2017
SAC-SAF-PTA-Sign-in-10.17.17.pdf	October	A+ Funds	10/16/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
6	371	116 of 133	-371	86	172

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

In order to ensure that classroom instruction is aligned to grade-level Florida Standards, teachers post the Marzano Super 7 in their classrooms and collaborate as a team to develop a CARE cycle based on the standards. The "Super 7" reflect and target specific areas of instruction in ELA, Math, and Science while teaching through a given CARE cycle. Grade level chairs collect end of month summative and formative data to ensure that the classroom instruction is aligned to the standards. Administrators complete walk-throughs at various times to monitor what is being taught and sit in on team and committee meetings in order to hear and share what is being discussed. Team leaders submit team minutes to the appropriate personnel after each team meeting for review and response for clarifications.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Aside from the usual texts used for instruction, staff members incorporate technology in the form of videos, online media, computer lab time, and the use of personal devices for all students in grades 3-5 in order to ensure each student has access to informational text for learning that provides depth and rigor. Students in grades K-2 participate in learning stations where students rotate through the technology based station throughout the day. Informational flyers are sent home with students via flyers, the school websites, as well as through our school's Who's Who News each month in order to provide information for students to access the appropriate informational texts necessary for instruction. Students also have access to high interest texts provided by the district and are able to read books using the SRC technology program.

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 2016-2017 FSA results and the SES Band Data, 64% of our students scored at the proficiency level on the FSA ELA assessment, representing a 4% increase. Meanwhile, 64% of students were proficient on the FSA Math, representing a 9% increase, and 40% of students were proficient on the NGSSS Science, representing a 6% decrease. Based on this data, Plantation Park will continue to focus on schoolwide Early Literacy with a goal of increasing the percent of students proficient in the three content areas. In order to show continued increase in the Writing scores within the ELA FSA, some of the budget will once again be utilized to train teachers on the Core Curriculum Program that has been successful in raising scores in similar schools within our SES band. In order to increase the science scores in 5th grade, there will be a focus on more hands on science this year throughout the 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?

During the 2017-2018 school year, we will continue to scale-up the effectiveness of Professional Learning Communities in order to share and implement research-based best practices to improve student achievement. Specifically, we will focus on deliberate practices in delivering individualized (differentiated) instruction, a more intense Tier 1 instruction, and standards driven instruction and assessments. We will scale-up progress monitoring by analyzing the results of summative and formative assessments that are aligned to the state standards on each grade level. These practices will ensure that all students are being provided high quality tier 1 instruction, remediation, or enrichment activities on grade level skills resulting in high proficiency levels among students. The CARE Cycle will be used to ensure that all targeted grade level standards are being taught prior to the administration of the 2017-2018 FSA. Based on the 2016-2017 FCAT scores, a school-wide

hands-on science day will be implemented on Early Release Days to help students better master skills that are aligned to grade-level Florida Standards.

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

More emphasis will be placed on engaging staff in student centered Professional Learning Communities dedicated to improving teaching and learning. Teachers will be required to provide assessment data to administration in the areas of Math, ELA, Writing, and Science; the data will be collected according to the assessment calendar. Teachers will then meet with the school's administrators to discuss their data results, best practices, and how they will remediate, reteach, and enrich students. All grade level team leaders will be responsible for monitoring the students on their grade level to determine students' academic performance and needs. In cases where students exhibit behavior concerns, deliberate actions will be taken to address those students' social and/or emotional needs. Training will be provided to ensure teachers are focused on implementing the Super 7 Elements (#s 6, 11, 12, 17, 18, 20, 22) and engage in reflective collaborative learning. The CARE cycle will be utilized by all instructional staff to improve the continuous cycle of learning, assessing, maintaining, remediation, and enrichment. Due to the decrease in NGSSS Science scores, early scheduled days will be dedicated to school-wide hands on science labs that focus on standards that are being taught in the classroom in order to help students master the assessed standards.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Title One STAMP Night	Karin Singer	3/14/2018		
Title One Literacy Night	Mardi Dilks	11/15/2017		
Title One Math Night	Lee Kornhauser	1/17/2018		
i-Ready ELA Computer Lab Camp	Bonnie Hendrickx	5/17/2018		
Core Curriculum Training	Mardi Dilks	5/31/2018	Gandolfo Training	\$4,552.00
i-Ready Reading (ELA)	Mardi Dilks	5/31/2018	Training by i-Ready Trainer	
AAA Remediation After School Camp	Mardi Dilks	5/17/2018		
Scholastic Reading Counts	Mardi Dilks	5/17/2018		

School Improvement Plan (SIP)

School Name Sandpiper ES (3061)

School Year 2017 - 2018

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
Literacy PLC Meeting	Tuesday	3rd	5/15/2018 - 5/15/2018	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5
Literacy PLC Meeting	Tuesday	3rd	4/17/2018 - 4/17/2018	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5
Literacy PLC Meeting	Tuesday	4th	3/20/2018 - 3/20/2018	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5
Literacy PLC Meeting	Tuesday	4th	2/20/2018 - 2/20/2018	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5
Literacy PLC Meeting	Tuesday	3rd	1/16/2018 - 1/16/2018	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5
Literacy PLC Meeting	Tuesday	4th	12/19/2017 - 12/19/2017	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5
Literacy PLC Meeting	Tuesday	5th	11/28/2017 - 11/17/2017	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Literacy PLC Meeting	Tuesday	3rd	10/17/2017 - 10/17/2017	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5
Literacy PLC Meeting	Tuesday	4th	9/19/2017 - 9/19/2017	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

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: 2016-2017 (Last updated: 8/29/2017)						
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	85	14.10	2.40		21.60	5.90
1	73	13.70			23.80	4.10
2	103	16.50	1.90		19.50	5.80

Data For: 2016-2017 (Last updated: 8/29/2017)						
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
3	90	8.90	1.10		15.40	1.10
4	96	9.40			27.00	4.20
5	85	12.90	1.20		26.90	3.50

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

In Math, Go Math strategic, intensive interventions, iReady Math, Reflex Math, and Interactive Whiteboard lessons are utilized as interventions. In Reading, struggling readers use the LLI program, Phonics For Reading, Write-In Readers, iReady Reading, and Interactive Whiteboard Lessons as interventions to close the gap in all areas of reading.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	4th	5/23/2018 -	8:15 AM - 2:00 PM
Tuesday	3rd	5/15/2018 - 5/15/2018	8:15 AM - 2:00 PM
Tuesday	2nd	5/8/2018 - 5/8/2018	8:15 AM - 2:00 PM
Tuesday	1st	4/3/2018 - 4/3/2018	8:15 AM - 2:00 PM
Tuesday	3rd	3/13/2018 - 3/13/2018	8:15 AM - 2:00 PM

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	5th	2/27/2018 - 2/27/2018	8:15 AM - 2:00 PM
Tuesday	3rd	2/13/2018 - 2/13/2018	8:15 AM - 2:00 PM
Tuesday	3rd	1/16/2018 - 1/16/2018	8:15 AM - 2:00 PM
Tuesday	3rd	12/12/2017 - 12/12/2017	8:15 AM - 2:00 PM
Tuesday	5th	11/28/2017 - 11/28/2017	8:15 AM - 2:00 PM
Friday	3rd	11/17/2017 - 11/17/2017	8:15 AM - 2:00 PM
Wednesday	1st	11/1/2017 - 11/1/2017	8:15 AM - 2:00 PM
Tuesday	3rd	10/17/2017 - 10/17/2017	8:15 AM - 2:00 PM
Wednesday	1st	10/4/2017 - 10/4/2017	8:15 AM - 2:00 PM
Wednesday	5th	9/27/2017 - 9/27/2017	8:15 AM - 2:00 PM
Friday	3rd	9/15/2017 - 9/15/2017	8:15 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.33
Governance and Leadership	3
Teaching and Assessing for Learning	3
Resources and Support Systems	3
Using Results for Continuous Improvement	3
<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
Committee-Membership.pdf	November	None	11/3/2017
SAC-ByLaws.pdf	October	SAC ByLaws	11/3/2017

File Name	Meeting Month	Document Type	Uploaded Date
Sandpiper--SAF-9-26-17.pdf	November	None	11/3/2017
Sandpiper-SAF-10-24-2017.pdf	October	None	11/3/2017
Sandpiper-SAC-10-24-2017.pdf	October	Approved	11/3/2017
SAC-SAF-Dates.pdf	October	Developed	11/3/2017

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	397	82 of 208	-397	77	153

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

The school ensures classroom instruction is aligned to grade-level Florida standards by providing grade-level CARE packages aligned to the state standards and instructional focus calendars. In addition, standards-based assessments and progress monitoring is administered after learning the standards and skills.

iReady assessments used with the LAFS series are used to monitor alignment of classroom instruction to state standards.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

The school ensures that students have access to informational text in each of the content areas through online resources available to all students. As a D4 and D5 school, the students also have access to the district single sign-on platform to valuable resources such as Canvas. In addition, the media center, as well as the Reading Resource room, also provides additional access and resources.

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?

Sandpiper Elementary School is in the SES Band 4 Data. Sandpiper Elementary School will focus on English Language Arts (ELA) and Science for the 2017-18 school year. Science will be monitored closely as an improvement in the Science FCAT scores can ensure that the school rises from a "B" to an "A". Sandpiper Elementary's challenge to achieving an "A" is primarily based on the weakest area of Science. With new strategies and monitoring, the goal is to increase science performance and proficiency. In addition, we will continue to use existing strategies in math as the school was above the district average in math.

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 Blueprint Practice #1 (Professional Learning Community) and Practice #2 (Response to Intervention process) will be scaled up. Diagnostic assessments and formative assessments are used to drive instruction and progress monitor student and teacher data at all grade levels. Professional Learning Communities will provide teacher support to master and deliver reteach, maintain and enrich strategies to improve student learning. Professional Learning Communities (PLCs) will use vertical planning to address areas in need and strategies.

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

The BEST Blueprint Practice #1 (Professional Learning Community) will be scaled up by increasing teacher collaboration and classroom visits to share best practices and resources. Teachers and District Personnel will model research-based strategies. Practice #2 (Response to Intervention process) will be scaled up by using the new BASIS 3.0 to gather data from a variety of sources. Tier 1 core curriculum will be aligned to Florida State Standards. Tier 2 and 3 interventions will be modified based on the updated Struggling Reader and Struggling Math charts. iReady Reading, iReady Math and Reflex Math are additional resources for interventions.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Using online resources such as iReady and Canvas to improve reading instruction in addition to using anchor charts, academic vocabulary, and student interventions.	Administration and Reading Coach	6/6/2018	Ongoing professional development and PLC meetings.	
A hands-on science lab/science resource room is being created for grades K-5. In addition, online resources and learning platforms such as Canvas. Pacing guides, Delta hands-on kits and interactive journals will be used to increase science motivation and performance.	Mrs. Dana Grant and Lead Science teacher.	6/6/2018	In-house professional development with science resource teacher	N/A

School Improvement Plan (SIP)

School Name Sawgrass ES (3401)

School Year 2017 - 2018

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 Schedule	Monday Tuesday Wednesday Thursday	1st2nd3rd4th	9/4/2017 - 5/18/2018	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

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: 2016-2017 (Last updated: 8/29/2017)
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Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	246	12.20				2.40
1	187	9.10	0.50		7.00	1.10
2	191	9.90			10.30	1.00
3	195	11.30			23.70	3.10
4	181	9.40	1.10		21.80	2.80
5	173	12.10	0.60		21.00	4.00

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

Sawgrass Elem will address the early warning indicator identified for the 2017-2018 school year on the percent of students in Level 1 in ELA or Math. We are implementing the following intervention strategies to improve academic performance with the use of Quarterly Data Chats, Small group push-in and pull out support, the RtI process, and iReady and online reading and math program. Reading and Math interventions/strategies vary from grade-level to grade-level, based on analysis of diagnostic tests, and/or pre-identified as indicators of students in need, such as the District-level criteria outlined in Policy 6000.1, classroom observations, and other classroom assessments. Students with high-risk indicators are monitored through the RtI process in order to address both academic and social-emotional needs.

Strategies:

Differentiated instruction; additional ½ hour of reading intervention instruction outside of literacy instruction block; peer tutoring; pull-out small groups with literacy coaches; afterschool book club; academic camps in both reading and math; high school Book Buddies; Latinos in Action Mentor Group; Summer Reading Incentive Program; Home access to reading and math technology

Reading:

Grade 1, Grade 2: LLI

Grade 3 - Phonics for Reading, Quick Reads, Journeys Write-In Readers

Grade 4-5 – LLI, Journeys Write In Readers, Quick Reads, Just Words, Newsela

Math:

Kindergarten- hands-on activities based on student needs; Math Journals, First in Math

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th	9/20/2017 - 5/10/2018	9:00 AM - 1:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	4.58
Governance and Leadership	4.37
Teaching and Assessing for Learning	4.36
Resources and Support Systems	4.41
Using Results for Continuous Improvement	4.37

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

To increase student achievement, we are implementing: 1) Science instruction integrated into content areas (interdisciplinary lessons) 2) Full implementation of Common Core/ Florida State Standards 3) School wide implementation of resources/programs: Wordly Wise/ Sitton Spell/ CDs/Frequent Monitoring of Student Progress 4) 30 minute intervention / enrichment time 5) LLI for struggling students who are slightly below grade level (15 grades) 6) AAP (excellerated classes for gifted and high achieveing students K5)

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
9-27-17-SAC-agenda-minutes-.docx	November	Developed	11/5/2017
SAC-17-18-Composition.pdf	November	None	11/5/2017
10-11-17-SAC-agenda.docx	October	A+ Funds	11/5/2017
9-27-17-SAC-agenda.docx	November	A+ Funds	11/5/2017
17-18-Proposed-SAC-dates.docx	October	None	10/31/2017
SAC-ByLaws-17-18.pdf	October	SAC ByLaws	10/7/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
6	458	28 of 133	5	43	85

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

To ensure that Sawgrass has all classroom teachers teaching instruction to the aligned grade level Florida standards, teachers use district based materials and assessments such as GO! Math, Journeys, NewsELA to asses grade level instruction. Not only does Sawgrass utilize those districts materials, but we also have I-Ready for grades K-5. In grades 2-5 students take monthly standards assessments to track the instruction that was taught that month.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Currently, Sawgrass is a D3-D5 school. With being a digital rich school, students are provided instant access to the core, supplemental and intervention programs offered by the district. Sawgrass ensures that each student has the proper textbooks and materials required by the district for that specific grade level.

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

For the 2017-2018 school year, our focus for improving student achievement is in the area of Reading. Our focus within reading is not just improving the amount of students in grades 3-5 that score proficient on the FSA, but as well as improving and shrinking our lowest 25% percentile. When looking specifically at the reading data, the trend shows that across the board our weakest area comes within comprehension. As a leadership team, it was decided that this would be our school wide focus since when looking at the data reading made the smallest amount of gains. We believed as a leadership team that having the school wide focus be reading, it would allow for a variety of learning both at the student level and the professional level as well.

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?

During the 2017-2018 school year, we will have a variety of different best practices being implemented to improve teaching and learning to increase our reading data in the SES Band. Throughout the entire school we have implemented each student being BASEd to find out where their are at for independent reading. This is done three times a school year. Focusing still on the different technology infused programs, school-wide students use I-Ready as a way to not only catch up on standards they are low in, but teachers are also expected to assign specific lessons based on areas the child is low in reading in the classroom. Being able to differentiate allows teachers to assign one standard but on the grade level that is fit for that student. Besides a variety of computer based programs to help increase performance, we are focusing our PLCs in reading as well. Having teachers conduct their PLC in reading allows the teachers to see specifically where as a grade level they had their defecate and then grade levels are able to collaborate together to find ways to successfully implement those reading standards and strategies in the classroom for all levels.

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

Throughout the school year, there will be a variety of ways in how our BEST practices will be scaled up. First off, teachers will be expected to submit quarterly progress monitoring tests to their lowest 25% in reading through I-Ready. Teachers will additionally have quaterly data chats with their lowest 25% and continue to track their students based on their I-Ready data.

PLC groups will be implemented focusing on a variety of reading standards. Within the PLCs teachers will be highly encouraged to conduct coaching cycles to support the content and data discussed at the PLCs. An administrator or Coach will attend each PLC in grades 3-5, to monitor that teachers collaborate and share their best practices.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
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Strategies	Persons responsible	Deadline	Professional Development	Budget
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School Improvement Plan (SIP)

School Name Tropical ES (0731)

School Year 2017 - 2018

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
ELA, Math & Science PLCs	Wednesday	1st2nd3rd4th5th	8/30/2017 - 5/3/2018	2:30 PM - 3:30 PM	K, 1, 2, 3, 4, 5

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: 2016-2017 (Last updated: 8/29/2017)
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Grade	Student Enrollment	Data For: 2016-2017 (Last updated: 8/29/2017)		% 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
		% of students with attendance below 90%	% of students with 1 or more suspensions			
KG	141	11.30	2.80	19.30	18.00	4.90
1	142	11.30	2.80		19.30	4.90
2	166	12.70	1.20		14.30	4.80
3	150	12.70			21.30	8.70
4	137	2.90	0.70		17.10	2.20
5	161	7.50	0.60		20.10	4.30

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

1. Student progress is monitored through the use of formative assessments throughout the year. ELA progress will be measured using iReady as well as the Benchmark Assessment System (B.A.S.). For math, our students are given the iReady Diagnostic Assessment multiple times during the year. Additionally, they are given the TenMarks Standards-Based Assessment once a month. Any student that is identified as not meeting proficiency is provided with additional support. Teachers meet with the Collaborative Problem Solving Team to share the student's data and determine which intervention would best meet the student's needs. Throughout the year, students in RtI are closely monitored for growth. Intervention strategies implemented by the school to improve academic performance of students identified by early indicators include:

- 2. Instructional Materials
 - ELA (Core - Journeys)
 - Leveled Literacy Intervention
 - Journeys Toolkit
 - Journeys Write-in Reader
 - Phonics for Reading
 - QuickReads
 - Great Leaps
 - Wilson Foundations
 - Ready Florida LAFS
 - Targeted iReady Lessons

Math (Core - Go Math)
 Touch Math
 iReady Florida Math
 Mathletics
 TenMarks
 Go Math Strategic Intervention
 Go Math Intensive Intervention
 Go Math Reteach

3. Interventionists work closely with the teachers and CPS Team to make sure that students are receiving the necessary interventions and are making progress. Every six to eight weeks, the CPS Team calls a meeting on students that are in RtI. They discuss progress and the need for an increase or decrease of support is discussed. Teachers bring data which supports implementation to fidelity.

4. The school ensures that the classroom instruction is following the framework of Universal Design for Learning by adhering to the three principles. Teachers use a variety of methods to present information. They offer students alternative ways to demonstrate what they know and provide students with choice of content and tools in order to increase engagement and tap into their interests.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	10/17/2017 - 5/29/2018	8:30 AM - 2:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings

Accreditation Standard	Overall Rating
Purpose and Direction	3
Governance and Leadership	4
Teaching and Assessing for Learning	3.17
Resources and Support Systems	3.86
Using Results for Continuous Improvement	3
<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
SAC_SAF-SCHEDULE.docx		11/2/2017
Assist-Self-Assessment-2017-2018.pdf		10/31/2017

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF_Signin_Agenda_Minutes_Oct3.pdf	October	None	10/11/2017
SAC_Signin_Agenda_Minutes_Oct3.pdf	October	Developed	10/11/2017
SAF_Signin_Agenda_Minutes_Sept5.pdf	October	None	10/11/2017
SAC_Signin_Agenda_Minutes_Sept5.pdf	October	Developed	10/11/2017
Bylaws-2017_2018.pdf	October	SAC ByLaws	10/11/2017

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	419	90 of 125	1	100	199

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

During Professional Learning Community meetings, all conversations stem from standards. The team first identifies which standard, based on data, is going to be focussed on during that cycle. Then lessons to help remediate and enrich students are developed. Assessments are analyzed to make sure they meet the standards. Towards the end of the cycle, teachers determine which students have mastered the standard based on the performance of the assesment.

Throughout the year, iReady (reading), TenMarks (math) and Science Mini BATS are used to track students' attainment of standards. Science, Math and LIteracy leaders meet with teams to ensure that instruction is aligned to grade-level standards and a timeline of the dissemination of that instruction is created.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Our media center houses an abundance of informational texts, which are aligned to the content area that is addressed in grades PreK - 5. Our media clerk has discussions with grade level teachers and curriculum leaders in order to determine whether additional informational resources are needed. Additionally, our school has purchased school access to BrainPop for this school year, which provides teachers with access to informational content through short videos. All students have the opoprtnuity to read informational text through the Scholastic News current event articles. Furthermore, intermediate students are able to explore informational texts through Newsela.

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?

One content area of focus this year is English Language Arts, in particular Early Literacy. Our goal is to increase the percentage of K-2nd grade students scoring proficient or higher on the Benchmark Assessment System from 72% to 77%. Our overall proficiency percentage on the ELA FSA went up from 60% to 67%. We will continue to carefully monintor our students in grades 3 - 5. Our goal is to increase the level of proficiency to 72%.

On the 2016-2017 FSA Math 71% of the students scored proficient, which decreased by 3 percentage points from the previous year. This year we will be providing push-in support to all students in the lowest quartile in order to increase the percentage of students that are proficient from 71% to 76%.

Lastly, our FCAT 2.0 Science scores increased by two percentage points on the 2016-2017 assessment. Although we increased, we did not meet our goal. This year our goal is to increase the amount of students proficient by 5%, from 53% to 58%.

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

In order to increase performance within the SES Band, our school will be implementing **BEST Practice #1** - Professional Learning Communities (PLCs). Each grade level will host an ELA PLC group and implement the C.A.R.E. Cycle. After deconstructing standards and identifying learning targets, teachers will develop a plan of action that will meet the varied needs of their students. Collaborative analysis of student work will determine the type of additional instructional strategies and resources that will need to be prescribed. Teachers

will closely monitor the implementation of remedial and enrichment strategies in an effort to increase student achievement. ELA, Math and Science curriculum leaders will work closely with the grade levels to analyze data, determine next steps, provide additional supports and identify resources.

Additionally, lead teachers in all grade levels will be attending the Literacy Department's Small Group Instruction professional development in order to increase understanding of how to utilize the Benchmark Assessment System to differentiate instruction. A Literacy Team, which consists of the Assistant Principal, Literacy Coach, and a lead teacher from first and second grade will be attending sub-cadre meetings which will focus on literacy. During PLCs, lead teachers will share and implement the learning that they participated in. Kindergarten through 2nd Grade teachers are implementing Foundations and are receiving implementation and data analysis support from the Literacy Coach as well as the our in-house Foundations Consultant.

Furthermore, the Continuum of Literacy Learning Guide and BAS data will be used by all teachers to guide them in identifying learning targets for instruction. iReady will also be used to help teachers monitor progress and prescribe lessons.

Tropical Elementary will also be implementing **BEST Practice #2, Response to Intervention**. Student academic and behavior information will be analyzed to identify student needs and prescribe targeted interventions. The Collaborative Problem Solving Team and parents will work together to develop individualized plans and monitor the effectiveness and fidelity of the implementation.

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

BEST Practice #1: Professional Learning Communities

Teachers will collaboratively track student progress through formative assessments and identify specific interventions or enrichment opportunities in an effort to meet the needs of all students. The Leadership Team will participate in the PLCs and ensure that the teachers receive the necessary support to implement their C.A.R.E. cycles. Instructional practice will be reflected upon during the PLC meetings, and the necessity for additional Adult Learning will be determined based on student achievement.

BEST Practice #2: Response to Intervention:

The Collaborative Problem Solving Team will closely monitor the impact of the implementation of researched-based strategies. Every six to eight weeks, the team will meet to determine whether the initiation of an additional or modified intervention is necessary. Data-based decisions will be made to identify movement within the RtI process, close achievement gaps and/or identify students with disabilities in accordance with the state law.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Standards-based progress monitoring assessments (monthly); Instructional Focus Calendar; Museum of Discovery & Science Hands-On Field Trips;	Kathleen Howard	6/8/2018		\$0.00

Strategies	Persons responsible	Deadline	Professional Development	Budget
Lowest Quartile Math Push-in Groups	Susan Antunez	6/8/2018	iReady Training	\$0.00
Just Words, Rewards & Small Group Instruction	Janet Chrystie	6/8/2018	Small Group Instruction	\$0.00
Differentiated Small Group Instruction & Utilizing Continuum of Literacy to Identify Learning Targets	Janet Chrystie	6/8/2018	Small Group Instruction	\$0.00

School Improvement Plan (SIP)

School Name Welleby ES (2881)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Data Driven Instruction	Tuesday		5/1/2018 - 5/1/2018	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction	Tuesday		4/17/2018 - 4/17/2018	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction	Tuesday		4/10/2018 - 4/10/2018	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction	Tuesday		4/3/2018 - 4/3/2018	2:15 PM - 2:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction	Tuesday		3/20/2018 - 3/20/2018	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction	Tuesday		3/13/2018 - 3/13/2018	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction	Tuesday		2/13/2018 - 2/13/2018	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Data Driven Instruction	Tuesday		2/6/2018 - 2/6/2018	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction	Tuesday		1/16/2018 - 1/16/2018	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction	Tuesday		1/9/2018 - 1/9/2018	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction	Tuesday		12/12/2017 - 12/12/2017	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction	Tuesday		12/5/2017 - 12/5/2017	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction	Tuesday		11/28/2017 - 11/28/2017	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction	Tuesday		11/14/2017 - 11/14/2017	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction	Tuesday		11/7/2017 - 11/7/2017	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction	Tuesday		10/24/2017 - 10/24/2017	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction	Friday		10/20/2017 - 10/20/2017	11:00 AM - 1:00 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction	Tuesday		10/10/2017 - 10/10/2017	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction	Tuesday		10/3/2017 - 10/3/2017	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5

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: 2016-2017 (Last updated: 8/29/2017)						
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	135	20.70			12.50	2.20
1	160	18.80	0.60		17.20	5.60
2	132	8.30			6.70	0.80
3	137	8.80			24.60	4.40
4	129	14.00	0.80		26.40	2.30
5	111	7.20			26.90	2.70

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

Welleby Elementary School uses several programs to determine whether students are progressing toward the school and district goals. We use the BAS (Benchmark Assessment System) to determine the students' instructional, independent and frustration reading levels. The iReady Diagnostic Assessment is also used to determine the students reading and math instructional levels. Then checkpoint assessments are used to assess the students' understanding of the standards taught as well as the Go Math chapter tests, Journey's cold reads, Journey's chapter tests, Journey's unit tests, and teacher created assessments (e.i. rubrics, informal assessments).

Once we determine a need for an intervention, using one of the assessments listed, we pinpoint the specific area where the student needs support (phonics, phonemic awareness, fluency, vocabulary and/or comprehension).

Then we put the students on the appropriate intervention program: Wilson's Foundations, Phonics for Reading, Journey's Tool Kit, Journey's Write In Reader, Leveled Literacy Intervention (LLI), Curious with Words, Quick Reads, Go Math Strategic Interventions, iReady and Elements of Reading Vocabulary.

To ensure that students are progressing toward school and district goals and that they are receiving the appropriate interventions, the MTSS team meets with the teachers every other week to review the data collected. The math and reading coaches also provide support by modeling lessons and training the teachers on how to use the different intervention programs.

To ensure that the classroom instruction is accessible to the full range of learners using the Universal Design for Learning principles, the teachers have access to multiple research based interventions and assessments. We make sure we are proactive in identifying the need and providing the appropriate intervention for each student.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 3rd	9/26/2017 - 5/30/2018	9:00 AM - 1:00 PM
Wednesday	1st, 3rd	9/26/2017 - 5/30/2018	8:00 AM - 1:00 PM
Wednesday	3rd	5/16/2018 - 5/16/2018	8:00 AM - 1:30 PM
Wednesday	2nd	5/9/2018 - 5/9/2018	8:00 AM - 1:30 PM
Wednesday	4th	4/25/2018 - 4/25/2018	8:00 AM - 1:30 PM
Wednesday	3rd	3/21/2018 - 3/21/2018	8:00 AM - 1:30 PM
Wednesday	1st	3/7/2018 - 3/7/2018	8:00 AM - 1:30 PM
Wednesday	4th	2/28/2018 - 2/28/2018	8:00 AM - 1:30 PM

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd	2/14/2018 - 2/14/2018	8:00 AM - 1:30 PM
Wednesday	5th	1/31/2018 - 1/31/2018	8:00 AM - 1:30 PM
Wednesday	4th	1/24/2018 - 1/24/2018	8:00 AM - 1:30 PM
Wednesday	1st	12/6/2017 - 12/6/2017	8:00 AM - 1:30 PM
Wednesday	2nd	11/8/2017 - 11/8/2017	8:00 AM - 1:30 PM
Wednesday	1st	11/1/2017 - 11/1/2017	8:00 AM - 1:30 PM
Wednesday	2nd	10/11/2017 - 10/11/2017	8:00 AM - 1:30 PM
Wednesday	1st	10/4/2017 - 10/4/2017	8:00 AM - 1:30 PM
Wednesday	3rd	9/20/2017 - 9/20/2017	8:00 AM - 1:30 PM
Wednesday	1st	9/6/2017 - 9/6/2017	8:00 AM - 1:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings

Accreditation Standard	Overall Rating
Purpose and Direction	3
Governance and Leadership	4
Teaching and Assessing for Learning	3.17
Resources and Support Systems	3.86
Using Results for Continuous Improvement	3
<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
Welleby-Committee-Membership.pdf	November	Developed	11/3/2017
SAC-Meeting-Dates.pdf	October	Monitored	10/31/2017

File Name	Meeting Month	Document Type	Uploaded Date
Oct.-agenda.pdf	October	Developed	10/31/2017
SAC-by-Laws-2017.pdf	October	SAC ByLaws	10/31/2017
SAC-minutes-Oct..docx	October	Developed	10/19/2017
Oct.-SAF-sign-in.pdf	October	Developed	10/19/2017
SAC-agenda-Sept..docx	October	Developed	10/19/2017
sept.-SAC-sign-in.pdf	October	Developed	10/19/2017
sept.-SAC-sign-in.pdf	October	Developed	10/19/2017
SAC-minutes-Sept..docx	October	Developed	10/19/2017
SAC-minutes.docx	October	Developed	10/19/2017

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
4	398	79 of 208	-398	76	152

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

Each team follows a standards aligned pacing calendar. In addition, lesson plans are monitored for alignment to standards. In addition, assessment data is collected to ensure students are receiving instruction aligned with Florida Standards.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

At Welleby students check out books bi-weekly from the library. They are encouraged to read topics focused on informational text. In addition, all teachers have classroom libraries. Teachers also use other resources such as Science For Kids which are accessible to students.

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?

ELA and Math

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

Teachers will participate on on going Professional Development such as PLC's and attend district trainings. The Leadership Team will seek out best practices from other schools in the SES band. Additionally technology programs such as I Ready and I observation will be used for data to monitor the progress of teachers and students

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

Teachers will collaborate during planning to discuss specific strategies and resources to align with the standards. Tier 1 instruction will focus on small groups and targeted interventions. Student data will be reviewed weekly by the grade level teachers during meetings to identify students that need additional interventions. Students that are not responding to the Tier 1 interventions will be evaluated further during data chats with the principal. Further evaluation of the student's data will be addressed during RTI meeting to determine Tier 2 and Tier 3 interventions. The team will make recommendations based on the individual needs of the student.