

School Improvement Plan (SIP)

School Name Cresthaven ES (0901)

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 with focus using data to drive instruction | Tuesday | 1st2nd3rd4th | 8/21/2017 - 6/6/2017 | 2:20 PM - 2:50 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)

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|--|
| Data For: 2016-2017 (Last updated: 8/29/2017) |
|--|

| Grade | Student Enrollment | Data For: 2016-2017 (Last updated: 8/29/2017) | | % of students with course failure in ELA or Math | % of students exhibiting 2 or more Early Warning Indicators |
|-------|--------------------|---|--|--|---|
| Grade | Student Enrollment | % of students with attendance below 90% | % of students with 1 or more suspensions | % of students with course failure in ELA or Math | % of students exhibiting 2 or more Early Warning Indicators |
| KG | 100 | 20.00 | 1.00 | 34.80 | 9.00 |
| 1 | 98 | 14.30 | 1.00 | 45.30 | 8.20 |
| 2 | 104 | 13.50 | | 24.70 | 5.80 |
| 3 | 109 | 6.40 | 1.80 | 45.70 | 6.40 |
| 4 | 96 | 15.60 | 2.10 | 42.40 | 10.40 |
| 5 | 130 | 6.90 | 4.60 | 46.00 | 7.70 |

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

Students are identified by results on a variety of assessment data such as; letter names and sounds, Benchmark Assessment System (BAS) and performance on standardized tests. Teachers refer students to the "Collaborative Problem Solving Team" who use assessment data to prescribe an early intervention. Some interventions that have proven to be successful are Foundations for phonics when students have difficulty identifying letters and sounds. The "Leveled Literacy Intervention" (LLI) is used as an intervention for students displaying areas of concern in comprehension, phonics, and fluency. An education support professional meets with students who have limited English language skills and implements programs to help with language acquisition.

RtI Team Meeting Schedule

| Day(s) of Week | Week(s) of Month | Start/End Dates | Start/End Times |
|----------------|------------------|----------------------|--------------------|
| Wednesday | 1st, 3rd | 9/20/2017 - 6/6/2018 | 8:00 AM - 1:00 PM |
| Wednesday | 1st, 3rd | 9/20/2017 - 6/6/2018 | 8:00 AM - 12:00 PM |

| Day(s) of Week | Week(s) of Month | Start/End Dates | Start/End Times |
|----------------|------------------|---------------------|-------------------|
| Wednesday | 1st, 3rd | 9/6/2017 - 6/7/2018 | 8:00 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 | 3.33 |
| Governance and Leadership | 3.67 |
| Teaching and Assessing for Learning | 3.42 |
| Resources and Support Systems | 3.29 |
| Using Results for Continuous Improvement | 3.2 |

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

Teachers will use PLCs to analyze and discuss data. The support staff will monitor and support grade level PLCs in appropriate use of data.

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-SAF-Meeting-Schedule.pdf | November | None | 11/2/2017 |
| SAF-Bylaw-0901-2017.pdf | November | SAF ByLaws | 11/2/2017 |
| 0901_SACbylaws.pdf | October | SAC ByLaws | 11/2/2017 |
| 2017-Self-Assessment-Cresthaven-Elem..pdf | November | None | 11/1/2017 |
| Cresthaven-Composition-Report.pdf | October | None | 10/31/2017 |
| SAFAGenda.Min_92717.pdf | September | Monitored | 10/16/2017 |
| SACAgenda.MIN_92717rev.pdf | September | Monitored | 10/16/2017 |
| SAF_SIGNIN_92717.pdf | September | Monitored | 10/13/2017 |
| SAC_SIGNIN_92717.pdf | September | Monitored | 10/13/2017 |

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 | 311 | 113 of 138 | 3 | 106 | 211 |

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?

Grade level teams create a curriculum map for the year and units for each CARE cycle. The units include rigorous and relevant activities that aligned to FL standards. Administrators conduct observations to ensure instruction and classroom environment are laigned to the standards. Lesson plans are checked by administration and grade level teams provide CARE cycle documents to show instruction implemented for remediation and enrichment based on student performance on formative assessments. Data is entered on a centralized database and i-ready reports are reviewed. Quarterly data chats are held to discuss student progress toward mastery of the standard.

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?

Students have access to a variety of differentiated (at independent reading level) technology resources such as digital science lessons, NEWSOLA, Tumblebooks, and ReadWorks. Classroom libraries and tubbed leveled readers provide content area texts at instructional, independent, and frustration levels. The book room has a wide variety of class sets of books for teachers to conduct interactive read alouds in content areas.

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?

Science is the content area on which the school will focus. Science was chosen because it directly relates to STEM activities and it is a tested content area in fifth grade. Third grade has a balance of science and social studies as the focus required by the Portfolio/Keystones.

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?

Continuous improvement is a focal point for Cresthaven. The area of Early Literacy and Reading is being scaled-up to increase reading performance of students.

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

Continuous improvement in Early Literacy is being scaled up in three major ways: Instruction through balanced literacy, guided reading and reading interventions.

- Teachers will receive professional development in six sessions by an expert in the field through Jan Richardson: Next Steps to Guided Reading.
- The literacy coach has been modeling and supporting teachers in balanced literacy which is also the target of discussion in PLCs.
- Two primary teachers are attending assistant principal cadre meetings to serve as the literacy team to support colleagues in the major domains of balanced literacy.
- Team Leaders are conducting walkthroughs to identify and analyze trends using the SIMS look-fors rubric.
- Teachers meet in PLCs to plan instruction based on BAS and formative assessments in reading.
- Teachers in grades 1-3 have been trained in using LLI as the intervention for struggling readers and how to monitor progress using the LLI/BAS assessment.

Strategies & Activities

| Strategies | Persons responsible | Deadline | Professional Development | Budget |
|--|-----------------------------------|----------|--|---|
| All components of balanced literacy are implemented daily in grades K-5. Small group guided reading is conducted daily with groups based on BAS data. Leveled Literacy Intervention program is used to support struggling readers. | Administrators and Literacy Coach | 5/1/2018 | Jan Richardson: Next Steps in Guided Reading | Materials and substitute teachers for team leaders/leadership team release days and . |

School Improvement Plan (SIP)

School Name Cypress ES (1781)

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 |
|--|---------------------|------------------|-------------------------|-----------------------|-------------------------|
| Cypress Elementary Professional Learning Community | Tuesday Thursday | 2nd4th | 8/21/2017 - 6/8/2018 | 12:50 PM - 1:50 PM | Pre K, K, 1, 2, 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)

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|--|
| Data For: 2016-2017 (Last updated: 8/29/2017) |
|--|

| 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 |
| 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 | 123 | 19.50 | 0.00 | 66.00 | 64.00 | 7.00 |
| 1 | 117 | 19.70 | 0.00 | 64.70 | 64.70 | 10.30 |
| 2 | 118 | 18.60 | 0.80 | 31.40 | 31.40 | 7.60 |
| 3 | 118 | 15.30 | 2.50 | 38.20 | 38.20 | 7.60 |
| 4 | 137 | 10.20 | 0.70 | 55.10 | 55.10 | 5.80 |
| 5 | 120 | 13.30 | 5.00 | 43.80 | 43.80 | 9.20 |

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

All students in kindergarten-third grade are administered the Benchmark Assessment System (BAS) running record a minimum of three times throughout the school year. Students in fourth and fifth grade who scored a level 1 or level 2 are also administered the Benchmark Assessment System (BAS) a minimum of three times during the school year. In addition to the BAS assessment, students in grades first through fifth take periodic School City Assessments in reading and math to monitor progress toward grade level standards and expectations. All third, fourth, and fifth grade students take School City Science assessments at the end of each instructional cycle.

All students K-5 participate in core literacy, math, and science instruction. Teachers utilize school-level pacing guide and Journeys as a resource to plan grade level instruction for all students. All students participate in small group guided reading during the 90 minute reading block to receive individualized instruction based on students' needs. Teachers in K-5 utilize Go Math and the district's pacing guide to plan grade level instruction in math for all students. All teachers utilize Science Fusion and the school's pacing guide to address Science Standards at each grade level K-5.

Supplemental programs in reading include Foundations in grades K-1 and Language Arts Florida Standards Ready Books from Curriculum Associates in grades 1-5. Supplemental programs in math include Math Florida Standards Ready Books from Curriculum Associates. The iReady computer program is used in grades 1-5 for a minimum of 45 minutes per week. Supplemental programs in science include Science Boot Camp. These materials are supplemental and range from 3-5 grades. Teachers in K-2 use the Science 4 For Us to supplement their science lessons. Supplemental program in writing includes resources from Core Connections to supplement and enhance core instruction in writing for all students K-5. Math fluency skills are addressed with

the Reflex program. Students in the Dual Language program use iStation to help supplement their instruction in the Spanish classroom. To address vocabulary needs we use Vocabulary Spelling City in grades K-5.

Intervention programs for reading include Journey’s Tool Kit, Words Their Way, Phonics for Reading, Elements of Reading and Super QAR, Foundations, and Six Minute Solution. Each of these interventions are strategically assigned to students based on their needs as identified through Diagnostic Assessments. Intervention programs for math include Strategic Interventions, Intensive Interventions, and Touch Math. Each of these interventions are strategically assigned and used with students based on their needs as identified through Diagnostic Assessments and CPST meetings.

RtI Team Meeting Schedule

| Day(s) of Week | Week(s) of Month | Start/End Dates | Start/End Times |
|-----------------------|-------------------------|------------------------|------------------------|
| Wednesday | 1st, 3rd | 8/21/2017 - 6/8/2018 | 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 | 2.67 |
| Governance and Leadership | 3.0 |
| Teaching and Assessing for Learning | 2.75 |

| | |
|--|------|
| Resources and Support Systems | 2.71 |
| Using Results for Continuous Improvement | 2.8 |

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

Cypress Elementary School will increase our overall ratings by employing the following strategies:

Standard 1 Purpose and Direction- Our mission and belief statements will be shared in all publications to our stakeholders. We will continue to have an open door policy to elicit active participation of our community members; supporting our principal’s stance on working collaboratively to meet the needs of the whole student.

Standard 2 Governance and Leadership- Our teachers will continue their participation in our professional learning communities to discuss trend data, best practices, student results and next steps.

Standard 3 Teaching and Assessing for Learning Host monthly data team meetings to discuss student performance on all data points obtained.

Standard 4 Resources and Support Systems Support the implementation and use of computer based instructional resources to provide additional opportunities for students to engage in standard based lessons.

Standard 5 Using Results for Continuous Improvement The School Advisory Committee will continuously monitor the effectiveness of the School Improvement Plan. Feedback obtained from stakeholders in these forums will assist us as we use this information to improve student’s academic performance.

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 |
|---|----------------------|----------------------|----------------------|
| CYE-SAC_SAF-SCHEDULE-.docx | October | None | 10/31/2017 |
| Cypress-Composition-Report.pdf | October | None | 10/31/2017 |
| Cypress-Elementary-September-SAC-meeting-.pdf | September | None | 10/26/2017 |
| SAF-By-Laws-.pdf | October | SAF ByLaws | 10/26/2017 |
| SAC-ByLaws-2017-2018.pdf | October | SAC ByLaws | 10/26/2017 |
| Cypress-Elementary-October-SAC-.pdf | October | A+ Funds | 10/26/2017 |
| 2017-Self-Assessment-Cypress-Elementary.pdf | October | 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 |
|-------------|----------------------|-----------------------------|--|---|--|
| 2 | 350 | 76 of 138 | -350 | 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?

Cypress Elementary assures that our core instructional programs and materials are aligned to Florida Standards by utilizing state adopted instructional materials in core content areas. The school ensures classroom instruction is aligned to grade-level Florida standards through our PLC collaborative planning process. As part of CARE, we focus on curriculum and what standards align with the district's curriculum framework. Furthermore, all supplemental materials used by the instructional staff are focused on Florida Standards to meet the high expectations of the standards. Teachers receive professional development relating to Florida Standards to understand how to align instructional materials, instruction, and programs to the standards. Evidence collected to ensure classroom instruction is aligned to grade-level standards includes lesson plans, classroom walkthrough data, and PLC minutes.

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?

All teachers have access to the school's book room (leveled library) and media center. The district (Title I) provided leveled libraries for all classroom teachers. These resources include informational text for each content area in a variety of mediums. All students are able to utilize these resources during class to support learning.

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 Cypress Elementary School's FSA results from 2017, the content area of focus will be literacy. In 2017, only 37 percent of third, fourth, and fifth grade students were identified as proficient in reading.

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 will be enhanced to improve teaching and learning in reading to increase student performance. PLCs will focus on Balanced Literacy and Small Group Guided Reading. During weekly collaborative time, teachers will analyze data, plan instruction, and gather appropriate resources aligned to the Florida Standards. The RTI process will be enhanced to ensure all students are provided the appropriate interventions. Teachers and the school Leadership Team will meet biweekly to monitor student progress and make adjustments as necessary. Teachers will

receive support from grade level facilitators to ensure that students needs are met. Staff trainings will align to student achievement data and teacher need. Professional development will be provided to teachers to improve and support the quality of teaching and learning in order to increase performance. Professional development will focus on literacy. Teachers will attend district trainings that will support the school's literacy initiative.

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

PLCs will be scaled up by the attendance of at least one support member and/or administration to support effectiveness of each grade level PLC and the use of time. Agenda will be determined based on data and specific grade level curriculum needs. Agenda will also include a time dedicated to balanced literacy using the balanced literacy umbrella model. RtI will be scaled up through the implementation of a clear and focused plan to ensure all students' needs are met. Intervention programs will be taught daily by trained staff to ensure effectiveness of intervention and alignment to student need. Data from daily interventions will be collected by interventionists and reviewed during CPST to monitor student growth. Staff will be surveyed to determine what trainings is needed. Teachers will attend district trainings relevant to their specific needs. The Literacy Coach will conduct trainings focused on Balanced Literacy, Guided Reading, and interpreting BAS assessments. The Literacy coach will also model for teachers needing specialized assistance in the Literacy block.

Strategies & Activities

| Strategies | Persons responsible | Deadline | Professional Development | Budget |
|---|------------------------------------|----------|---|--------|
| PLCs, Professional Development, Analyzing Data, and Modeling of Instruction by Literacy Coaches | Administration and Leadership Team | 6/7/2018 | Balanced Literacy, Guided Reading, Small Group Instruction, and Disaggregate Data | |

School Improvement Plan (SIP)

School Name Deerfield Beach ES (0011)

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 |
|--------------------------|----------------|------------------|----------------------|-------------------|-------------------------|
| Shared Reading Practices | Monday | | 9/11/2017 - 5/7/2018 | 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) |
|--|

| 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 |
| 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 | 99 | 15.60 | 0.80 | | 39.10 | 6.60 |
| 1 | 122 | 9.60 | 0.90 | | 25.50 | 0.90 |
| 2 | 115 | 12.20 | 0.70 | | 35.90 | 5.80 |
| 3 | 139 | 12.30 | | | 36.30 | 3.80 |
| 4 | 106 | 10.20 | 2.50 | | 48.10 | 6.80 |
| 5 | 118 | | | | | |

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

School level progress is monitored through a variety of different diagnostic and summative assessment tools including quarterly BAS, quarterly School City Assessments (math & literacy), monthly writing prompts, and chapter math assessments. Teachers also utilize individual observations and keep notes during their guided reading groups.

In Literacy, staff implement a variety of instructional materials. Core materials include our leveled guided reading book room where we house thousands of titles that are leveled based on student BAS levels. Teachers also have a large collection of books for whole group balanced literacy instructional methods. We utilize multiple intervention programs for grade levels based on individual and small groups of needs. These programs include Foundations, Just Words, Phonics for Reading, LLI, and strategic skills and strategy instruction using complex text for comprehension. Supplemental materials include Readworks, Storyworks, and Newsela programs. DBES also utilizes Myon.com as an online program that is used as a reading center and as homework as a supplemental reading program.

In Math, DBES utilizes components of the Go Math series and Engage New York based on the standards and the needs of the students. We utilize Reflex Math and Xtramath.org, two online math fluency programs, as both supplemental and intervention programs. We also utilize the GO Math intervention materials as a Tier 2 and Tier 3 intervention. Teachers utilize the online component of Science Fusion and the leveled readers from the new Social Studies adoption and integrate them into their literacy blocks to ensure students are instructed on the grade level standards.

DBES has created a positive and strong MTSS-RTI culture based on simple expectations grounded in continuous monitoring. At DBES, administration utilizes both formative and summative data to ascertain where large & small group trends are and teachers use the same information to concentrate on individuals. DBES placed a premium on initial data collection at the beginning of the year, gathering all of our needed BAS

scores amongst other diagnostic data to determine initial needs of our students and to build the necessary interventions. Each intervention has a built in weekly data pull that is monitored over the course of the weeks to determine next steps. This information travels with students with progress monitoring folders. This tool stays with them as they move from grade level to grade level. Our school has scheduled out monthly RTI meetings for each grade level and continuously bring up students to discuss. Students are brought up by both teachers and administration based on the data we review and see.

DBES utilizes the Balanced Literacy Approach which ensures that all students are getting instructed in the LAFS and MAFS standards. Through Interactive Read Alouds, Shared Reading, Guided Reading, and Independent reading students are receiving instruction in reading skills and strategies, thinking processes, utilizing Thinking Maps when appropriate. Teachers incorporate checklists and rubrics to provide students with the opportunity to reflect on their leaning and set goals based on what is needed obtain what is needed for mastery In all subject areas, teachers utilize a variety of anchor charts, and technology such as the Recordex, laptops, document cameras.

RtI Team Meeting Schedule

| Day(s) of Week | Week(s) of Month | Start/End Dates | Start/End Times |
|-----------------------|-------------------------|------------------------|------------------------|
| Tuesday | 1st, 2nd, 3rd, 4th | 9/5/2017 - 5/29/2018 | 7:30 AM - 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 | 3.0 |
| Teaching and Assessing for Learning | 2.92 |
| Resources and Support Systems | 3.14 |
| Using Results for Continuous Improvement | 3.0 |

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

Our school has an established purpose and direction which based on consistent leadership will progress. For teaching and assessing for learning by implementing progress monitoring across grade levels and in a timely manner we will use results for continuous improvement.

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 |
|---|---------------|---------------|---------------|
| Deerfield-Beach-ASSIST-Self-Assessment.pdf | November | None | 11/1/2017 |
| Deerfield-Beach-ES-Composition-Report.pdf | October | None | 10/31/2017 |
| SAF-Bylaw-dbes.docx | October | SAF ByLaws | 10/31/2017 |
| Deerfield-Beach-Elementary-School-Saf--Dates.docx | October | SAF ByLaws | 10/31/2017 |

| File Name | Meeting Month | Document Type | Uploaded Date |
|--|----------------------|----------------------|----------------------|
| SAC-ByLaws.pdf | October | SAC ByLaws | 10/31/2017 |
| Deerfield-Beach-Elementary-School-Sac-Dates.docx | October | Monitored | 10/31/2017 |
| sac-agenda-September-2017.docx | October | Developed | 10/24/2017 |

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 | 348 | 161 of 208 | -348 | 101 | 202 |

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 that through PLC's and classroom walk throughs calssroom instruction is alligned to standards. Plan books and classroom observations are used as evidence.

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?

By utilizing NEWSELA and Readworks.org the school ensures students have informational texts in each content area.

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 school will be focusing on ELA, our PLC's will be based on shared literacy.

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

The Best Practice that will be utilized is shared reading.

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

The BEST Practice will be scaled up by integrating writing, read alouds and grammar strategies. Last year the School Wide Writing Plan for grades K-5 began with initial full staff professional development in Thinking Maps aligned to the Marzano High Yield Strategies to facilitate a K-5 common language based on standards. The focus was teacher efficacy in the knowledge of the FSA ELA Standards in Writing combined with Marzano High Yield Strategies. A final common writing sample was done schoolwide in May 2017, for beginning the 2017-18 school year. Scaling up this Best Practice this year will include a Schoolwide Progress Monitoring Plan including quarterly common writing samples, vertical team scoring to the standards and teachers creating instructional plans based on standards and demonstrated student needs from authentic work products.

Last year progress monitoring was limited in ELA and Mathematics to the BSA (Broward Standards Assessment) and the iReady LAFS and Math Assessments. Progress monitoring for the 2017-18 school year will be scaled up with including more frequent assessments on both ELA Standards for Fiction and NonFiction as well as Math standards via the School City Assessment Program. Data will be collected according to a Progress Monitoring plan for ELA and follow a scope and sequence by grade level in mathematics by standard. Data will be reviewed by instructional staff and support teams to discuss instructional strategies to improve student performance and focus on using high yield strategies to increase student performance on standards.

School Improvement Plan (SIP)

School Name Endeavour Primary (3301)

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 | Wednesday | | 10/11/2017 - 5/30/2018 | 2:30 PM - 3:00 PM | Pre K, K, 1, 2, 3 |

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) |
|--|

| 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 | 30.70 | 10.00 | 34.10 | 40.40 | 10.00 |
| 1 | 96 | 34.40 | 6.30 | | 42.70 | 17.70 |
| 2 | 100 | 28.00 | 10.00 | | 32.40 | 11.00 |
| 3 | 104 | 16.30 | 7.70 | | 44.20 | 14.40 |

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

The school-based RtI Leadership Team consists of the general education teacher, administration, ESE specialist, school social worker, reading coach, math coach, guidance counselor, school psychologist and the parent/caregiver. Endeavour uses a three-tiered system. Tier I is the universal level which school wide and or class wide strategies are implemented to support behavioral or academic concerns. Tier II is a targeted level which small group or individualized strategies are implemented to support behavioral or academic concerns. Tier III is the intensive level which highly individualized strategies are implemented to support behavioral and academic concerns. Baseline data is utilized to gain a measure of the student's current performing in August/Septmeber. Students who continue to demonstrate difficulties mastery the skills and or standards are identified. The classroom teacher will seek suggestions for team members and support staff for (2) additional interventions to utilize with the student. Inteventions are reviewed from the district's intervention charts for additional support strategies.

The RtI Leadership Team provides support to the teacher to increase student achievement. RtI is a process which includes the provision of systematic, research-based instruction and interventions to struggling learners. RtI intervention plans are designed, implemented, and monitored by the multi-disciplinary team of professionals. All interventions are data driven. The RTI Leadership Team will meet bi-weekly to collect and review student achievement data. Interventions and instructional services are discussed and recommended for each student. Students are identified by the classroom teachers, other educators and by parents request. The team analyzes data, including anecdotes, academics, social-emotional issues and home environment. The RTI Leadership Team will subsequently meet with individual teachers to discuss each student and their progress in all subject areas. Members of the team are assigned to work with students to improve academics or behavior and increase student achievement.

RtI Team Meeting Schedule

| |
|--|
| |
|--|

| Day(s) of Week | Week(s) of Month | Start/End Dates | Start/End Times |
|-----------------------|-------------------------|-------------------------|------------------------|
| Thursday | | 5/31/2018 - 5/21/2018 | - |
| Thursday | | 5/24/2018 - 5/24/2018 | - |
| Thursday | | 5/17/2018 - 5/17/2018 | - |
| Thursday | | 5/3/2018 - 5/3/2018 | - |
| Thursday | | 4/19/2018 - 4/19/2018 | - |
| Thursday | | 4/5/2018 - 4/5/2018 | - |
| Thursday | | 3/15/2018 - 3/15/2018 | - |
| Thursday | | 3/1/2018 - 3/1/2018 | - |
| Thursday | | 2/8/2018 - 2/8/2018 | - |
| Thursday | | 1/25/2018 - 1/25/2018 | - |
| Thursday | | 1/11/2018 - 1/11/2018 | - |
| Thursday | | 12/14/2017 - 12/14/2017 | - |
| Thursday | | 11/30/2017 - 11/30/2017 | - |
| Thursday | | 11/9/2017 - 11/9/2017 | - |
| Thursday | | 10/26/2017 - 10/26/2017 | - |
| Thursday | | 10/12/2017 - 10/12/2017 | - |

| Day(s) of Week | Week(s) of Month | Start/End Dates | Start/End Times |
|----------------|------------------|-----------------------|-----------------|
| Thursday | | 10/5/2017 - 10/5/2017 | - |
| Thursday | | 9/28/2017 - 9/28/2017 | - |

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 | 3.0 |
| Teaching and Assessing for Learning | 2.75 |
| Resources and Support Systems | 3.0 |
| Using Results for Continuous Improvement | 2.4 |

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

Standard 1: The school will engage in systematic, inclusive, and comprehensive processes to review, revise and communicate the school's purpose for student success. The school's leadership implements a continuous improvement process by providing clear directions for improving student learning through quarterly data meetings that are conducted to monitor student growth, review interventions and to realign student grouping to effectively reteach struggling students.

Standard 2: The governing body will accomplish goals for improvement in student learning, instruction and day to day operations by maintaining a distinction between its roles and responsibilities and those of school leadership. The leadership will monitor and effectively adjust professional practices.

Standard 3: The school will have a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. Each student's educational experience is being supported by the classroom teacher and administration; however we are in the process of seeking mentors who can advocate for our students.

Standard 4: The school will continue working on providing teacher professional development to provide students multiple opportunities to utilize technology devices. PD will also provide teachers the ability to closely monitor and adjust student learning paths to ensure success with the ELA and Math standards.

Standard 5: The school will engage in a continuous process to determine verifiable improvement in student learning, including readiness for success at the next level. School leadership will revise the process that exist for analyzing data that determines improvement in 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 |
|--------------------------------------|---------------|---------------|---------------|
| EPLC-SAC-SIGN-In---October-2017.pdf | October | Developed | 11/2/2017 |
| EPLC-SAC-AGENDA---October-2017.pdf | October | Developed | 11/2/2017 |
| EPLC-SAC-MINUTES--September-2017.pdf | November | None | 11/2/2017 |

| File Name | Meeting Month | Document Type | Uploaded Date |
|--|----------------------|----------------------|----------------------|
| Endeavour-ASSIST-Self-Assessmentt-2017.pdf | November | None | 11/2/2017 |
| SAC-ByLaws-17-18.html | October | SAC ByLaws | 11/2/2017 |
| EPLC-SAC-and-SAF-2017-18.pdf | October | None | 11/2/2017 |
| Endeavour-Composition-Report.pdf | October | None | 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 |
|-------------|----------------------|-----------------------------|--|---|--|
| 1 | 83 | 800 of 801 | 1 | 217 | 434 |

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 2017 FSA ELA demonstrated that 31% of 3rd grade students performed at a proficiency Level 3, 4, or 5. The 2017 FSA Math demonstrated that 51% of 3rd grade students performed at a proficiency Level 3, 4, or 5.

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 will be participating in Balance Literacy training to implement the components of read alouds, shared reading and writing, guided reading and writing, modeled reading and writing, and independent reading and writing. A focus will be on guided small group reading for this school year. Teachers will be receiving multiple leveled text readers for their classrooms. Teachers will appropriately group their students based on BAS student results and model the expected targeted behavior for students. The literacy IFC provides teachers various options to utilize the Social Studies and Science text to expose students high rich rigorous text passages.

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 area of focus for improving student achievement is literacy. These high-quality instructional practices will provide the support necessary to ensure all students become literate and performing on grade level by 3rd grade.

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 implement the steps for Balanced Literacy for Guided Reading:

- Introduction to the Text: facilitate students' thinking
- Reading the Text: reinforce the effective use of strategic actions in reading throughout the text
- Discussing the Meaning: support students as they think through the text
- Teaching for Processing Strategies: revisit text to reinforce strategic actions in reading
- Word Work: instruct word analysis based on students' needs
- Extending the Meaning: use writing, drawing, or extended discussion to explore any aspect of understanding the text

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

1. Teachers will participate in on-going monthly Professional Development with the Master and Lead TIF Coach. Teachers will also be registered for guided small group reading and LLI to ensure that all students demonstrating deficiencies are addressed.

2. The following strategies will be introduced and modeled for the teacher: scaffolding, effective questioning, implementing multiple performance tasks to check for understanding, and utilization of graphic organizers. Students will understand the set high expectations for learning in the classroom.

3. Teachers will participate in on-going Professional Development focused on student progress towards EOY BAS targeted goals. Student work/performance tasks will be celebrated and displayed, constructive feedback will be

provided in alignment with the established rubrics and, students will be provided the opportunity to learn from their peers.

Strategies & Activities

| Strategies | Persons responsible | Deadline | Professional Development | Budget |
|---|--|-----------|------------------------------|----------|
| Teachers will also be registered for guided small group reading and LLI to ensure that all students demonstrating deficiencies are addressed. Administration and Curriculum Coaches will monitor the delivery of instruction and meet with teachers to make the necessary adjustments to increase student | Administration, Curriculum Coaches, and Classroom Teachers | 5/31/2018 | School-Based and District PD | |
| Teachers will also be registered for guided small group reading and LLI to ensure that all students demonstrating deficiencies are addressed. Administration and Curriculum Coaches will monitor the delivery of instruction and meet with teachers to make the necessary adjustments to increase student | Administration, Curriculum Coaches, and Classroom Teachers | 5/31/2018 | School-Based and District PD | |
| Teachers will also be registered for guided small group reading and LLI to ensure that all students demonstrating deficiencies are addressed. Administration and Curriculum Coaches will monitor the delivery of instruction and meet with teachers to make the necessary adjustments to increase student | Administration, Curriculum Coaches, and Classroom Teachers | 5/31/2018 | School-Based and District PD | |
| Teachers will also be registered for guided small group reading and LLI to ensure that all students demonstrating deficiencies are addressed. Administration and Curriculum Coaches will monitor the delivery of instruction and meet with teachers to make the necessary adjustments to increase student | Administration, Curriculum Coaches, and Classroom Teachers | 5/31/2016 | School-Based and District PD | \$500.00 |
| | Administration, Curriculum Coaches and Classroom Teachers | 5/31/2018 | School-Based and District PD | \$500.00 |

School Improvement Plan (SIP)

School Name Flamingo ES (2541)

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 |
|--------------------|----------------|------------------|----------------------|-------------------|---------|
| 2541 Reading K - 5 | Tuesday | | 9/26/2017 - 5/8/2018 | 8:00 AM - 2:00 PM | 1, 3, 4 |
| 2541 Reading K - 5 | Tuesday | | 9/19/2017 - 5/1/2018 | 8:00 AM - 2:00 PM | K, 2, 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 | 105 | 28.60 | 1.00 | | 31.20 | 12.40 |
| 1 | 115 | 13.90 | 0.90 | | 25.00 | 3.50 |
| 2 | 107 | 9.30 | 1.90 | | 24.20 | 4.70 |
| 3 | 120 | 12.50 | 0.80 | | 30.40 | 6.70 |
| 4 | 119 | 10.10 | 0.80 | | 28.40 | 5.90 |
| 5 | 115 | 9.60 | 3.50 | | 24.50 | 4.30 |

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

Flamingo Elementary employs a variety of strategies to improve the academic performance of students identified by the Early Warning System. Instruction for all students is standards driven. Formative Assessment Data is collected monthly to determine that students are progressing toward school and District goals. Data is analyzed at monthly Professional Learning Communities (PLC's) and subsequent instruction is based on results. Spiraling and reteaching of FSA Standards are integral components in this process. Flamingo Elementary School teachers utilize differentiated centers, Thinking Maps, Brain Break Movement, flexible seating, and an array of modalities that would be considered consistent with Universal Design for Learning (UDL) principles.

For English Language Arts (ELA), Balanced Literacy (LAF's, Journeys, Guided Leveled Readers) is used for core curriculum. Scholastic Newsprint and Story Works are used for supplemental materials. Phonics for Reading, Write in Reader, Foundations, Wilson, and LLI in grades 1-2 are used for Intervention programs based on students' needs. In Math, Go Math is used for core curriculum. Front Row Math is used as supplemental material, and Ten Marks is used for fluency.

The Response to Intervention (RtI) process is used to identify and guarantee that students in danger of failure and/or retention are receiving assistance and support. Students who are experiencing difficulties with Tier 1 core instructions are referred to RtI. RtI meetings consist of the RtI Team (Administrator(s), Guidance Counselor, Literacy Coach, Math Coach, School Psychologist, et.al), teachers, and may include parents. The meetings are held every six weeks to determine progress toward standards mastery or lack thereof for referred students. Student progress is graphed. Once determined that students are still struggling, Tier 2 and or Tier 3 interventions are implemented based on deficits. RtI follow-up meetings are held, and if progress is being

made interventions continue. If progress is not being made interventions may be changed or the RtI Team may recommend that the students be referred for evaluation. In addition to RtI, students who do not meet quarterly progress monitoring criteria are placed on a Progress Monitoring Plan (PMP) for Reading and/or Math.

An analysis of Early Warning Indicators from school years 2015 to 2016 showed a slight increase in percentages of students at FSA Level 1. *Percentages are as follows: 20.50%; 26.10%; 21.30% - Grades 3, 4, 5 respectively, 2015-2016 as compared to 30.40%; 28.40%; 24.50% - Grades 3, 4, 5 respectively, 2016-2017.* To address this, FSA Level 1 students in English Language Arts (ELA) and/or Math and those students who present with two or more Early Warning Indicators are identified and monitored closely to ensure their improved school performance through targeted interventions.

To recapitulate, Flamingo Elementary School strives to improve the academic performance of students identified in the Early Warning System through timely identification, routine implementation of the aforementioned academic interventions, and frequent progress monitoring.

RtI Team Meeting Schedule

| Day(s) of Week | Week(s) of Month | Start/End Dates | Start/End Times |
|----------------|-------------------------|----------------------|-------------------|
| Wednesday | 1st, 2nd, 3rd, 4th, 5th | 9/19/2017 - 5/8/2018 | 7:30 AM - 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 | 3.33 |

| | |
|--|------|
| Governance and Leadership | 3.67 |
| Teaching and Assessing for Learning | 3.08 |
| Resources and Support Systems | 3.14 |
| Using Results for Continuous Improvement | 3.4 |
| <p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>There is a school-wide initiative to base all instruction on the Florida Standards at each grade level. This will be accomplished through the use of Instructional Focus Calendars (IFC's). Assessments will be based on standards taught and non-mastered standards will be deliberately re-taught. Spiraling of standards will be on-going throughout the year.</p> | |

Evidence/Artifacts

| File Name | Standards & Indicator | Upload Date |
|------------------------------------|-----------------------|-------------|
| 2541_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 |
|-----------|---------------|---------------|---------------|
| | | | |

| File Name | Meeting Month | Document Type | Uploaded Date |
|---|----------------------|----------------------|----------------------|
| Flamingo-ASSIST-Self-Assessment-2017.pdf | October | None | 10/31/2017 |
| Flamingo-Composition-Report.pdf | October | None | 10/31/2017 |
| 2541_Upcoming-Meetings2017-10-31.pdf | October | A+ Funds | 10/31/2017 |
| 2541SAF_Agenda-Minutes2017-10-31-141108-(1).pdf | October | A+ Funds | 10/31/2017 |
| 2541_SAC-Agenda_Minutes2017-10-31-141033.pdf | October | A+ Funds | 10/31/2017 |
| 2541_SAF-Bylaws2017-10-31-17.pdf | October | SAF ByLaws | 10/31/2017 |
| 2541-SAC-Bylaws2017-10-31-17.pdf | October | SAC ByLaws | 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 |
|-------------|----------------------|-----------------------------|--|---|--|
| 5 | 387 | 84 of 131 | -387 | 103 | 206 |

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?

Flamingo Elementary strives to ensure classroom instruction is aligned to grade-level Florida Standards for student achievement. School leaders facilitate a collaborative process with teachers in creating an Instructional Focus Calendar (IFC's) at the beginning of the school year. The calendars delineate months, standards, descriptors, targets, and resources. School leaders monitor the implementation of standards-based instruction that are noted in the lesson plans to ensure that they are challenging, engaging, and that academic rigor is present. Professional Learning Communities (PLC's) are conducted monthly to review curriculum, instruction, and assessments associated with standards-based learning targets. Formative Assessment Data is submitted, graphed by grade/teacher, analyzed, and discussed to guide instruction for re-grouping, re-teaching, and enriching.

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?

In addition to using texts from core, supplemental, and intervention programs, Flamingo Elementary teachers are utilizing the Balanced Literacy Bookroom, online resources, and periodicals.

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 in the Spring 2017 Florida Standards Assessment Reporting Categories and the recent SES Band Data, the following content area(s) will be focused upon based on less than anticipated student achievement outcomes:

- English Language Arts (ELA) - Integration of Knowledge and Ideas Cluster - Grades 3, 4, and 5 (39%, 60%, 60%); respectively
- Math - Data, Geometry - Grade 3; Measurement, Data, Geometry - Grade 4; Measure, Data, Geometry - Grade 5 (58%, 55%, 58%; respectively)
- Math - Lowest 25% Learning Gains (44% - 2017; 50% - 2016)

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

To increase performance within the SES Band, the following practices will be implemented based on the analysis of the results of the Spring 2017 Florida Standards Assessment Reporting Categories:

- Professional Learning Communities
- Literacy Continuum

- Leveled Reader Book Room
- Use of Instructional Focus Calendars (IFC's)
- Use of Text-Dependent Questions in Reading and across all content areas
- Accountable Talk in evidence - (discourse)
- Fluency Tier 1 Six Minute Solution - Quick Reads
- High Probability Elements
- Formative Assessments - School City
- Journeys Phonics K - 2
- Science Experiments Weekly Evidence in Student Journals
- Ready LAFS in small groups Grades 2-5 - evidence in Workbooks
- Math - Student Journal evidence of Understand, Plan, Solve, Check
- Intervention Groups in Reading and Math Groups targeting the lowest 25%
- Use of Thinking Maps K - 5
- Differentiated Centers

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

Best practices will be scaled-up through the following:

- Re-teaching.
- Use of Instructional Focus Calendars (IFC's) designed to address timely instruction of weakest FSA areas with focus being maintained throughout the school year.
- K-5 school-wide Tier 1 Fluency will be implemented using whole group 6 Minute Solution; Journeys Fluency Probes for assessment - school-wide quarterly Fluency Assessments will be put on the school calendar..
- K-2 Journey Phonics Daily Phonics will be implemented.
- Kindergarten will assess Fluency with DIBELS. Reading block schedules will show times for Phonics Instruction and 6 Minute Solution.
- Math Journals will be used and reviewed indicating Understand, Plan, Solve, and Check math instruction.
- All students of the lowest quartile in reading and math will be identified and assessed to determine skill levels; students will receive small group instruction targeted to deficiencies.
- Teachers will have students do more text discussion i.e. “stop and jot.”
- More resources will be sought using Comparison of Two Texts for intermediate grades.
- Grade 3 Teachers will have a greater focus on having students identify “author and you” and “on my own” questions when using QAR.
- Use of Thinking Maps K - 5

Strategies & Activities

| Strategies | Persons responsible | Deadline | Professional Development | Budget |
|------------|---------------------|----------|--------------------------|--------|
| | | | | |

| Strategies | Persons responsible | Deadline | Professional Development | Budget |
|--|---------------------|-----------|--------------------------|--------|
| Students in the lowest 25% in Math have been identified. The following strategies will be implemented: small group math instruction with classroom teachers; use of Coach Supported Materials/classroom small groups; use of Go-Math Reteach also in small groups. | Math Coach | 4/13/2018 | N/A | N/A |
| Science Standards driven Instructional Focus Calendars will be used in Grade 5. Strategies to increase proficiency are as follows: Anticipation Guides using Science Fusion (weekly); Digital Lessons (weekly); Science Journaling (daily/weekly); and Experiments connected to Standard(s) (weekly). | Asst. Principal | 4/13/2018 | n/a | n/a |
| Math Standards driven Instructional Focus Calendars will be used for Core/Tier 1 Instruction. Teachers will use high yield Math instructional strategies daily. Below Level 2 students have been identified. Students will receive math intervention instruction in accordance with the Struggling Math chart. | Math Coach | 4/13/2018 | n/a | n/a |
| English Language Arts (ELA) Standards driven Instructional Focus Calendars will be used for Core/Tier 1 Instruction. Teachers will routinely use Text-Dependent Questions for lessons in Reading and all content areas. Below Level 2 students have been identified to facilitate timely implementation of Response to Invention (RtI) targeted Tier 2 and 3 strategies to promote the goal. | Literacy Coach | 4/13/2018 | n/a | n/a |

School Improvement Plan (SIP)

School Name Fox Trail ES (3531)

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 | | 1st3rd | 9/27/2017 - 5/1/2017 | 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) |
|--|

| 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 | 199 | 10.50 | 5.00 | 10.00 | 10.00 | 4.00 |
| 1 | 217 | 10.10 | 5.00 | 15.40 | 15.40 | 2.30 |
| 2 | 207 | 8.70 | 1.00 | 18.10 | 18.10 | 1.90 |
| 3 | 222 | 7.70 | 0.50 | 24.30 | 24.30 | 3.20 |
| 4 | 235 | 9.40 | 1.30 | 15.50 | 15.50 | 2.10 |
| 5 | 236 | 12.30 | 2.10 | 25.00 | 25.00 | 5.10 |

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

Reading interventions include the following: Targeted iReady Reading lessons, Write-in Reader, Foundations, Journeys Tool Kit, Leveled Readers, Great Leaps, Fluency First, and Targeted Graphic Organizers.

Math interventions include the following: Targeted iReady Math lessons, Calendar Math, Mountain Math, Math Manipulatives, and Touch Math.

We also hold Reading, Math, and Science after-school camps from January to March.

RtI Team Meeting Schedule

| Day(s) of Week | Week(s) of Month | Start/End Dates | Start/End Times |
|-----------------------|-------------------------|------------------------|------------------------|
| Wednesday Thursday | 2nd, 4th | 9/27/2017 - 3/22/2018 | 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 | 3.33 |
| Governance and Leadership | 3.5 |
| Teaching and Assessing for Learning | 2.92 |
| Resources and Support Systems | 3.29 |
| Using Results for Continuous Improvement | 2.8 |

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

We are continuing to improve our PLCs and data chats to be more data driven and standards based. Some of our team members have taken PLC training provided by the district which they are embedding with their teams. We have created PLC goals that align to our school data and to our goals of improvement for next year. Administration is participating in and monitoring each PLC to ensure the focus on standards, data, and formative assessment. We are trying to use and analyze our data to inform our instruction rather than just use our assessments as a means for looking at results. We have analyzed our FSA data and targeting groups of students in each grade level. Administrators continue to assess and monitor teaching and learning by being present in classrooms. We are continuing our process with The Leader in Me which focuses on beginning students to the forefront and focusing on the whole child (SEL learning). We have created a Lighthouse Team through The Leader in Me which is helping to lead our school in a complete facelift both physically and through

teaching and learning. We are sending various teachers to trainings in order for them to relay information back to their teams and to make more people on the team accountable for learning and sharing the information.

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 |
|--|----------------------|----------------------|----------------------|
| Fox-Trail-SAF-Bylaws.docx | November | SAF ByLaws | 11/1/2017 |
| Fox-Trail-Composition-Report.pdf | October | None | 10/31/2017 |
| Fox-Trail-Elementary-SAC-SAF-Schedule.docx | October | None | 10/31/2017 |
| Fox-Trail-SAC-ByLaws.pdf | October | SAC ByLaws | 10/26/2017 |
| September-SAC-Docs.pdf | October | None | 10/16/2017 |
| Assist-Survey-Self-Assessment-2017.pdf | October | None | 10/13/2017 |

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 | 422 | 64 of 133 | -422 | 61 | 121 |

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 Florida Standards are used to guide the teachers in the planning and instruction of all academic areas. The teachers include the standards in their lesson plans and unwrap the standards during their PLC meetings. Administration collects and reviews teacher plans and PLC minutes. A variety of resources, including textbooks, computer programs, trade books and CPALMS are used to ensure the grade-level standards are being taught. Teachers utilize formative, interim and summative assessments to ensure that the standards are being mastered.

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?

Fox Trail has access to informational text through the following sources:

- Classroom Libraries
- Book Room
- i-Ready LAFS Books
- Scholastic News
- Storyworks
- Newsela
- Brainpop
- Discovery Education
- Readworks

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 our SES Band data and our 2016-17 FSA data our Learning Gains in both ELA and Math are going to be our focus again this year. Although we increased our lowest quartile gains by 19 points we would still

like our Lowest 25th Percentile gains to be above 48% in both ELA and Math. This focus will help improve our overall Learning Gains as well as our overall proficiency in both 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?

PLCs
Internal/External Relationships
RtI Processes

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

Some of our teachers took a PLC facilitation training this summer. We are implementing these new techniques into our PLCs this year. Teachers will be discussing data, student work, standards, and formative assessments in their PLCs. Administrators and our Literacy Coach will often be pushing in to be part of the PLCs when they meet. We will also be having quarterly data chats with the teachers to ensure that they understand their data and their students' needs.

We are continuing to use several modes of communication this year to ensure all stakeholders have a voice and are communicated with. We are keeping our website up to date weekly, our newsletter goes home monthly and our Friday Parent Link (phone, email, and text) are delivered at the end of each week with important information and dates. We continue to use Social Media outlets such as Instagram, Remind App, and have recently implemented a school Facebook Page.

We have a new School Psychologist this year who is helping us revamp some of our RtI processes. Team Leaders have been trained by our RtI leader, Mrs. Amely, to be the case managers for each grade level. Teachers will go to the team leaders for help with their data and graphs rather than having our Guidance Counselor do it for them. Teachers will enter all Tier 1 interventions into BASIS on students they want to put into RtI. Our Assistant Principals are attending all RtI meetings to ensure processes are being followed.

Strategies & Activities

| Strategies | Persons responsible | Deadline | Professional Development | Budget |
|---------------------------------|---------------------|-----------|---|--------|
| Communication and Relationships | Jennifer McGreevy | 5/25/2018 | The Leader in Me: Lighthouse Training and Creating Culture Training | |
| RtI | Ashley Amely | 5/25/2018 | BASIS, Graphing | |
| PLCs | Administration | 5/25/2018 | PLC Facilitation Training | |

School Improvement Plan (SIP)

School Name McNab ES (0841)

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 |
|-------------------------|----------------------------------|------------------|-------------------------|----------------------|----------------------------|
| Leadership Team Meeting | Tuesday Wednesday Thursday | 1st2nd | 9/5/2017 - 5/21/2018 | 7:30 AM - 8:20 AM | 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) |
|--|

| 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 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 | 10.00% | 1.60 | 4.70 | 4.70 | 7.00 |
| 1 | 102 | 18.60 | 2.00 | | 13.80 | 2.90 |
| 2 | 91 | 8.80 | 2.20 | | 18.10 | 3.30 |
| 3 | 106 | 9.40 | | | 21.80 | 1.90 |
| 4 | 111 | 15.30 | 0.90 | | 28.30 | 6.30 |
| 5 | 109 | 12.80 | 0.90 | | 19.60 | 4.60 |

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

Teachers meet weekly with the administrative team to address all students with early warning indicators. The reading and math coaches also meet with the teachers in their grade level meetings as well as in their team meetings. Ongoing conversations are happening throughout the year on different strategies to improve student's achievement, including meeting twice a month with our RTI Intervention, Data Chats, Team Leaders Meetings and Specific Grade Level Framework Meetings to identify specific achievement gaps and intervention strategies to improve that gap.

RtI Team Meeting Schedule

| Day(s) of Week | Week(s) of Month | Start/End Dates | Start/End Times |
|-----------------------|-------------------------|------------------------|------------------------|
| Monday | 2nd, 4th | 9/25/2017 - 5/21/2018 | 8:00 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 | 3.17 |
| Teaching and Assessing for Learning | 2.83 |
| Resources and Support Systems | 3.0 |
| Using Results for Continuous Improvement | 3.2 |
| <p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>McNab Elementary will continue to work collaboratively through but not limited to Grade Level Meetings, Team Leader Meetings, Curriculum Framework Mapping Sessions and individual teacher data chats to ensure that all teachers recognize the gaps in student achievement and work towards proficiency at all levels. This will also happen through collaborative professional development and models of best practices in and outside the classroom.</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 |
|--|---------------|---------------|---------------|
| McNab-SAC-Bylaws-1718.pdf | November | SAC ByLaws | 11/6/2017 |
| SAC-Composition1718.pdf | November | A+ Funds | 11/3/2017 |
| September-Minutes-and-Agenda.pdf | September | A+ Funds | 11/3/2017 |
| November-2-Agenda-and-Minutes.pdf | November | A+ Funds | 11/3/2017 |
| McNab-ASSIST-Self-Assessment-2017.pdf | November | None | 11/3/2017 |
| SAC-Agenda-and-Minutes-August-2017.pdf | August | A+ Funds | 11/2/2017 |
| McNab-Elementary-School-SAC-SAF-dates-17-18.docx | November | A+ Funds | 11/2/2017 |

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 | 455 | 29 of 133 | 3 | 44 | 88 |

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?

We will be focusing on all students on ELA and Math Strategies utilizing or ELA and Math Coaches. Teachers are involved in a common planning day whereby they discuss the alignment of Florida Standards to Instruction through collaborative planning utilizing best practices, strategies, and resources. We will also incorporate Science and Social Studies into the ELA block to cover the 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 teachers utilize a variety of materials such as, but not limited to Newsela, Social Studies Weekly, Scholastic News, DBQ, Paired Passages, and LAFS. iReady is also a program utilized school wide as well as at home.

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 student proficiency, the focus in Reading and Math will be school-wide at McNab Elementary, with a laser focus on the Math in Fourth Grade and ELA in Fourth Grade and ELA in 3rd grade.

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 are attending common planning to speak about Best Practices, Enrichment and Remediation activities. Teachers also attend sub-cadre committee meetings to share Best Practices with other schools in our district.

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

Teachers attend common planning to collaborate and share best practices. Team leaders meet with the principal to also share best practices, curriculum instruction and to talk about school and district-wide initiatives.

School Improvement Plan (SIP)

School Name Norcrest ES (0561)

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 |
|-------------------|----------------|------------------|-----------------------|-------------------|-------------------------|
| Balanced Literacy | Tuesday | 2nd | 10/10/2017 - 5/8/2018 | 2:00 PM - 3:00 PM | Pre K, K, 1, 2, 3, 4, 5 |
| Choice PLC | Tuesday | 3rd | 10/17/2017 - 5/8/2018 | 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)

| 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 | 126 | 15.90 | 3.20 | | 24.30 | 8.70 |
| 1 | 139 | 11.50 | 1.40 | | 39.10 | 4.30 |
| 2 | 139 | 8.60 | 0.70 | | 18.90 | 1.40 |
| 3 | 149 | 11.40 | | | 26.30 | 4.00 |
| 4 | 147 | 13.60 | 1.40 | | 38.30 | 7.50 |
| 5 | 121 | 18.20 | 3.30 | | 54.20 | 11.60 |

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

Primary Grades- Foundation, Words Their Way, Great Leaps, Journey's Write In Reader, Journey's Toolkit, iReady
 Intermediate Grades- Phonics for Reading, iReady, Journey's Write-In Reader, Journey's Toolkit, Super QAR, 6 minute solution

RtI Team Meeting Schedule

| Day(s) of Week | Week(s) of Month | Start/End Dates | Start/End Times |
|-----------------------|-------------------------|------------------------|------------------------|
| Thursday | 2nd, 4th | 11/14/2017 - 5/24/2018 | 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 | 2.57 |
| Using Results for Continuous Improvement | 2.6 |
| 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 |
|--|---------------|---------------|---------------|
| SACminutes10.25.17.pdf | October | None | 11/3/2017 |
| SACminutes9.26.pdf | September | None | 11/3/2017 |
| SACagenda9.26.pdf | September | None | 11/3/2017 |
| SAC_SAF-schedule.pdf | October | None | 11/3/2017 |
| Committee-Membership.pdf | October | None | 11/3/2017 |
| SACsinginB10.25.pdf | October | None | 11/3/2017 |
| SAC10.25signin.pdf | October | None | 11/3/2017 |
| SACagenda10.25.pdf | October | None | 11/3/2017 |
| SACsignin9.26.pdf | September | None | 11/3/2017 |
| Norcrest-SAC-ByLaws.pdf | October | SAC ByLaws | 11/2/2017 |
| Norcrest-ASSIST-Self-Assessment-2017.pdf | September | None | 11/2/2017 |
| Norcrest-Composition-Report.pdf | October | None | 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 |
|-------------|----------------------|-----------------------------|--|---|--|
| 4 | 328 | 182 of 208 | 2 | 111 | 222 |

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 maintains strick expectations for the use of the Florida Standards. Monitoring is done by regular walkthrough by administration, scheduled data chats, team PLC's, academic coaches and use of assessments. iReady is used as a data collection tool to determine who is successfully working on grade level through the administration on standards mastery assessments.

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?

Additional informational text sources can be offered to students by the use of NewsELA, Read Works, Scholastic News, Studies Weekly, local periodicals, newspapers, and magazines. These resources can span all of the different content areas.

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

Reading and Math will be our content areas of focus. Norcrest Elementary's 2016-2017 FSA proficiency level for ELA was 50 and Math was 52. Our focus is to show the increase in proficiency which can be seen as an increase on our SES Bands.

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 be using Learning Goals & Performance Scales, iReady Math and Reading, First in Math, Differentiated Center Activities (Reading and Math), Thinking Maps (All subject Areas), PLC on The Continuum of Literacy, and District Professional Development on research-based ELA interventions.

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

Grade Levels will unpack the standards and create Learning Goals and Performance Scales (including student evidence) for Mathematics and Reading. These goals and scales will drive instruction and activities, providing students with the ability to take ownership of their learning. Grade levels will revise the designed ELA and Math activities based on the formative data.

Administration has designated a specific amount of time per week (45 minutes per week, per subject) for students to use iReady. First in Math is to be used as a supplementary tool.

Centers will be designed to include differentiated activities to provide students with targeted practice using academically appropriate materials in Reading, Writing and Math. Center skills/activities will be based upon students' formative data by skill.

Teachers will use Thinking Maps to provide students continuity across subject areas and grade levels to help them organize and represent knowledge. Students will begin to choose thinking maps without teacher prompting to organize their knowledge.

Teachers will attend an ongoing PLC on balanced literacy with a focus on interactive read-alouds using the text study of the The Continuum of Literacy as presented at the Literacy coach monthly meetings.

Professional development will be based on student formative assessment data, interventions specifically needed for their current students, as well as school-wide interventions currently being implemented.

School Improvement Plan (SIP)

School Name Palmview ES (1131)

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 |
|---|---------------------------------|------------------|--------------------------|-----------------------|---------------------|
| Palmview Authentic PLC: Protected Hour | Monday Wednesday Thursday | 1st2nd3rd4th5th | 8/28/2017 - 5/31/2018 | 12:45 PM - 2:45 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 (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 |
|-------|--------------------|---|--|--|--------------------------------------|---|
| 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 | 107 | 14.40 | 3.10 | | 51.20 | 11.30 |
| 1 | 97 | 12.10 | 5.10 | | 22.00 | 3.00 |
| 2 | 99 | 12.10 | 1.90 | | 38.80 | 6.50 |
| 3 | 107 | 13.90 | 2.60 | | 35.10 | 8.70 |
| 4 | 115 | 10.50 | 8.10 | | 37.60 | 8.10 |
| 5 | 86 | | | | | |

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

- Use of BAS, Math prerequisite, and IReady diagnostic data to identify student areas of weaknesses.
- Utilizing text-based questions in all content area through multiple text
- Emphasis on non-fiction writing and writing across the curriculum
- Lucy Caulkins common core writing assessment
- Performance based writing instruction/assessment utilizing multiple text
- Utilizing real world project based math activities and assessment
- Incorporating math standards in Math instruction
- Implementation of school wide PLC focusing on CARE
- Grade level meetings to analyze student data and find proven strategies to increase student achievement.
- Weekly RTI meetings to discuss ways to remediate tiers 2 & 3 students
- Providing Extended Learning Opportunity for students in the lower quartile in Reading and Math and Writing

Intervention programs used for Reading are:

- Florida Ready (LAFS)
- IReady
- LLI
- Foundations
- Phonics for Reading
- Quick Reads

- Coach

- **Intervention programs used for Math are:**

- Go Math Reteach
- IReady
- Intensive Go Math
- Performance Coach
- Moving with Math
- Acaletic Quik Piks

RtI Team Meeting Schedule

| Day(s) of Week | Week(s) of Month | Start/End Dates | Start/End Times |
|-----------------------|-------------------------|------------------------|------------------------|
| Tuesday | 1st, 2nd, 3rd, 4th, 5th | 8/29/2017 - 6/5/2018 | 12:45 PM - 2:45 PM |

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

| Self-Assessment Ratings | |
|--------------------------------|-----------------------|
| Accreditation Standard | Overall Rating |
| Purpose and Direction | 3.0 |
| Governance and Leadership | 3.0 |
| | |

| | |
|--|-----|
| Teaching and Assessing for Learning | 3.0 |
| Resources and Support Systems | 2.0 |
| Using Results for Continuous Improvement | 3.0 |

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

Accreditation Standard #4:

At Palmview Elementary School instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. All school leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. The school personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.

Evidence/Artifacts

| File Name | Standards & Indicator | Upload Date |
|--|-----------------------|-------------|
| SIP-Self-Assessment-AdvanceEd-2017.pdf | | 10/19/2017 |

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 |
|--|---------------|---------------|---------------|
| Palmview-ASSIST-Self-Assessment-2017.pdf | November | None | 11/3/2017 |
| 1131_SAC_SAFSCHEDULE_110317.pdf | November | SAC ByLaws | 11/3/2017 |
| 1131_AgendaMinutesSignin_102417.pdf | October | Developed | 11/1/2017 |
| 1131_SAFBYLAWS_102417.pdf | October | SAF ByLaws | 11/1/2017 |
| 1131_SACBYLAWS_102417.pdf | October | SAC ByLaws | 11/1/2017 |
| Palmview-Composition-Report.pdf | October | None | 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 |
|------|---------------|----------------------|-----------------------------------|--|---------------------------------|
| 1 | 375 | 291 of 801 | -375 | 71 | 142 |

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?

School-wide, instructional focused calendars aligned with Florida Standards are collaboratively created by staff and coaches in all subject areas across each grade level. These calendars are completed prior to the school year and submitted to administration.

Learning goals and performance scales are aligned to the Florida Standards are posted, used daily to set purpose for learning and guide teacher instruction.

Lesson plans are written in accordance with Florida Standards, collected and reviewed by administration bi-weekly.

Monthly, authentic student work aligned with Florida Standards is created by students and displayed to demonstrate mastery of 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?

Palmview Elementary School ensures students have access to informational text for each content area in a variety of mediums through individualized classroom libraries, access to hardback books, paperback books, and e-books through the media center, and through computer based programs such as iReady, Achieve 3000 and 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?

Based on the FSA scores, ELA will be our main focus to increase student achievement. We will utilize high effect size strategies during instruction, including, but not limited to graphic organizers, reciprocal teaching, and cooperative learning. We will also provide ongoing professional development to improve teachers' instructional practice, teacher ability to implement Balanced Literacy, increase teachers' knowledge of Florida Standards, enhance their ability to use data to drive instruction in order to prepare students to be college and career ready.

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?

- Text-based questions will be utilized only in reading through multiple text
- School wide PLC focusing on CARE (Curriculum, Assessment, Remediation and Enrichment)
- Real world math application activities
- Performance based writing instruction/assessment utilizing multiple text
- Lucy Caulkins common core writing assessment
- Scales and rubrics align with the Florida Standards to set purpose for learning, guide teacher instruction and monitor student progress
- School-wide monitoring of student and teacher

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

- Text-based questions will be scaled-up in all content area through multiple text
- School-wide PLC focusing on CARE (Curriculum, Assessment, Remediation and Enrichment) will be facilitated on a weekly basis across all grade levels
- Real world math application activities will be scaled-up to include performance based projects
- Performance based writing instruction/assessment utilizing multiple text will be scaled-up by implementing writing mini lessons, independent writing, shared writing, and guided writing activities
- Scales and rubrics align with the Florida Standards to set purpose for learning, guide teacher instruction and monitor student progress
- School-wide monitoring of student and teacher data will be scaled-up by teachers conducting ongoing data chats with students, and administration conducting monthly data chat with teachers

School Improvement Plan (SIP)

School Name Park Ridge ES (1951)

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 |
|------------------|----------------|------------------|----------------------|---------------------|-------|
| 5th Grade PLC | Wednesday | | 9/13/2017 - 5/9/2018 | 10:15 AM - 10:55 AM | 5 |
| 4th grade PLC | Wednesday | 2nd3rd | 9/13/2017 - 5/9/2018 | 2:05 PM - 2:45 PM | 4 |
| 3rd Grade PLC | Wednesday | 2nd3rd | 9/13/2017 - 5/9/2018 | 11:05 AM - 11:45 AM | 3 |
| 2nd Grade PLC | Wednesday | 2nd3rd | 9/13/2017 - 5/9/2018 | 9:25 AM - 10:05 AM | 2 |
| 1st Grade PLC | Wednesday | 2nd3rd | 9/13/2017 - 5/9/2018 | 1:15 PM - 1:55 PM | 1 |
| Kindergarten PLC | Wednesday | 2nd3rd | 9/13/2017 - 5/9/2018 | 12:25 PM - 1:05 PM | K |
| PreK-Head Start | Wednesday | 2nd3rd | 9/13/2017 - 5/9/2018 | 2:10 PM - 3:15 PM | Pre K |

| PLC Name | Day(s) of Week | Week(s) of Month | Start/End Dates | Start/End Times | Grade |
|-------------|----------------|------------------|---------------------|-------------------|-------------------------|
| PLC Leaders | Wednesday | 1st | 9/6/2017 - 5/2/2018 | 9:00 AM - 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 | 96 | 14.60 | 1.00 | | 48.80 | 9.40 |
| 1 | 80 | 12.50 | 1.30 | | 29.70 | 3.80 |
| 2 | 78 | 14.10 | 2.60 | | 45.70 | 5.10 |
| 3 | 85 | 12.90 | 5.90 | | 46.80 | 8.20 |

| 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 |
| 4 | 76 | 13.20 | 1.30 | | 54.70 | 9.20 |
| 5 | 71 | 9.90 | 2.80 | | 63.60 | 7.00 |

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

A new attendance plan has been created to include incentives designed to encourage students with a pattern of non-attendance to begin to attend school more often. This plan also includes recognition for students with perfect attendance. The attendance team has met with all students identified as having a problem with attendance and the administration is having parents sign attendance contracts in order to explain the state attendance requirements.

LLI will be used with students to improve reading comprehension, phonemic awareness, vocabulary and sight word recognition.

Guided reading groups and other small group intervention including the use of leveled readers, Phonics for Reading, and other phonics monitoring tools will be used to strategically target areas of weakness.

I-Ready and 6-minute solution for reading will be used as intervention to assist students needing improvement fluency and lexile levels.

Friday Fluency Face-Off (a school-wide competition designed to encourage students to build fluency skills), I-Ready, and Reflex math will be used to remediate and reinforce math fluency skills building towards automaticity.

RtI Team Meeting Schedule

| Day(s) of Week | Week(s) of Month | Start/End Dates | Start/End Times |
|-----------------------|-------------------------|------------------------|------------------------|
| Tuesday | 2nd, 4th | 8/29/2017 - 5/27/2018 | 9:00 AM - 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 |
| Governance and Leadership | 2.83 |
| Teaching and Assessing for Learning | 2.5 |
| Resources and Support Systems | 2.29 |
| Using Results for Continuous Improvement | 2.6 |
| <p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>We continue to build capacity of our students and staff. Where we need to continue to improve is how we involve all stakeholders. This year we have designed several new parent involvement programs designed to increase parent participation. We have reallocated staff to enable one of our staff members to serve in the capacity of community liaison so that she can be more involved in recruiting parent involvement. We have also seen an increase in interest in parents willing to start a PTA or other parent organization. This year we will expand our focus on outreach to better involve all stakeholders.</p> | |

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

| File Name | Meeting Month | Document Type | Uploaded Date |
|-----------------------------------|---------------|---------------|---------------|
| SAC-SAF-Meeting-Dates.docx | November | None | 11/3/2017 |
| SAF-Bylaws.pdf | October | SAF ByLaws | 11/3/2017 |
| SAC-Bylaws.pdf | October | SAC ByLaws | 11/3/2017 |
| SAC-SAF-minutes-10.16.17.pdf | October | SAF ByLaws | 10/31/2017 |
| SAC-SAF-minutes-10.16.17.pdf | October | SAC ByLaws | 10/31/2017 |
| SAC-SAF-Agenda-10.16.17.pdf | October | SAF ByLaws | 10/31/2017 |
| SAC-SAF-Agenda-10.16.17.pdf | October | SAC ByLaws | 10/31/2017 |
| Park-Ridge-Composition-Report.pdf | October | None | 10/31/2017 |
| 10.12.17-SAF-Sign-in.pdf | October | SAF ByLaws | 10/21/2017 |
| 10.12.17-SAC-Sign-in.pdf | October | Developed | 10/21/2017 |

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 | 311 | 555 of 801 | -311 | 103 | 206 |

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?

Park Ridge has a literacy coach, and math and science coach, and a primary specialist. These individuals meet with our teams each month to ensure that instruction is aligned to the standards. At these meeting teachers also review various types of data with our curriculum coaches. In addition to informal assessments and unit tests, our teachers collect data throughout the year as outlined in our assessment matrix. The various types of data, such as School City data, Flickers, BAS, and other district data collected is analyzed along with student work samples in order to ensure that instruction is not only aligned with the standards but is also targeting the specific needs of our students. Our coaches also assist our teachers in the selection of appropriate interventions and then progress monitor those students receiving the interventions in order to determine the effectiveness of the interventions.

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 partnership with Discovery educations ensures all our teachers have access to a wealth of valuable digital resources throughout the Discovery education network including access to articles, videos, and full documentaries. Discovery coaches are on campus monthly to assist teachers in order to ensure that they have the knowledge of and are successfully utilizing these resources. In additional to digital resources available, in the beginning of this year, every teacher received an entire class library of non-fiction books and magazines for them to use in their classrooms with students. The media center also has a variety of books, magazines, and other resources. These books are available for students to check out and take home. We also have a partnership with several organizations that do annual book drives. The books collected are then given to our students so that they have books in their home as well. During our open house this year, we had the Broward County Public Library at our school so that parents could sign up for library cards and both parents and students can utilize the resources available there as well.

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?

Last year, we made great strides last year in terms of student growth and learning gains, however, we recognize that we still have a long way to go in terms of proficiency. While we will continue to address the needs of our struggling students in order for us to close learning gaps and to ensure they are making learning gains, we will be focusing on making gains in proficiency, with a special focus on reading proficiency. With only 31% of our students were proficient in reading last year, we are striving to see at least 35% of our students proficient this year.

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

This year we have restructured our Power Hour so that students are grouped homogeneously (by reading ability based on assessment data) for intensive reading instruction.

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

In addition to our regular reading block, during this reading power hour, students will "walk to read" so that in their group they will receive a full hour of intensive instruction at their level. Students needing remediation will be with a teacher utilizing appropriate strategies, resources, and curriculum designed to address their needs. While students approaching grade level, on grade level, and above grade level are with different teachers receiving appropriate instruction to challenge and move them as well. In collaboration with our reading coach, teachers analyze data to determine how to group the students, decide on appropriate interventions, and determine necessary resources. Additional support from coaches, admin, volunteers, and non-instructional staff members all push in to offer additional support focusing on the need to close gaps but also to increase proficiency. Our "Bubble Kids," those that can easily be pushed up from one group to the next, will receive additional support during our Dolphin camps (extended learning opportunities) so that we can accelerate their progress and move them up to a group that will best meet their needs.

School Improvement Plan (SIP)

School Name Sanders Park ES (0891)

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 - Primary | Wednesday | 1st2nd3rd4th | 9/6/2017 - 5/23/2018 | 2:10 PM - 3:00 PM | K, 1, 2 |
| Math - Intermediate | Monday | 2nd4th | 9/4/2017 - 5/21/2018 | 2:10 PM - 3:00 PM | 3, 4, 5 |
| Reading/ELA Intermediate | Wednesday | 1st3rd5th | 9/6/2017 - 5/30/2018 | 2:10 PM - 3:00 PM | 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 | 92 | 32.60 | 1.10 | | 35.10 | 13.00 |
| 1 | 79 | 30.40 | | | 29.00 | 8.90 |
| 2 | 89 | 19.10 | 2.20 | | 11.70 | |
| 3 | 76 | 17.10 | 5.30 | | 23.50 | 9.20 |
| 4 | 76 | 23.70 | 7.90 | | 40.00 | 11.80 |
| 5 | 77 | 11.70 | 9.10 | | 50.00 | 11.70 |

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

Sanders Park will bridge the performance gap and increase the academic performance of students identified by the early warning system through the implementation of various intervention strategies. Identified students receive additional small group instruction in reading, math and writing through push-ins provided by support personnel. In addition, we provide academic specials that reinforce the ELA and Science and Social Studies standards for grades K-5. Lastly, identified 3rd, 4th and 5th grade students are offered the opportunity to attend after school tutorial and enrichment camps.

Interventions used include:

- Leveled Literacy Intervention
- Quick Reads
- Foundations
- Phonics for Reading
- Journeys Took Kit
- Write-In Reader
- iReady ILS for Reading and Math
- LAFS and MAFS

RtI Team Meeting Schedule

| Day(s) of Week | Week(s) of Month | Start/End Dates | Start/End Times |
|----------------|------------------|-----------------------|-------------------|
| Wednesday | 1st, 3rd, 5th | 10/4/2017 - 5/16/2018 | 9:30 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 | 2.67 |
| Governance and Leadership | 2.83 |
| Teaching and Assessing for Learning | 2.75 |
| Resources and Support Systems | 2.71 |
| Using Results for Continuous Improvement | 2.8 |
| Explain the activities in which your school will participate to increase your overall rating. Include specific details. | |

In order to improve the school’s rating, Sanders Park will continuously share the school's mission and purpose with the community and stakeholders. This will be incorporated into all stakeholder meetings (Faculty, SAC, PTA, Parent Nights etc.) and correspondence (newsletter, school website). The school will continue to conduct frequent data chats and grade level support meetings to assist with analyzing student data and designing/establishing next steps to drive classroom instruction. Instructional coaches will facilitate professional development (based on needs determined by student data), provide instructional resources, provide one-on-one support, and work with small groups as an additional layer of support. We will continue to work on using scheduling creatively to provide maximum time for additional support to teachers. Teacher and student access to technology to enhance the teaching/learning environment will be an additional area of focus.

Evidence/Artifacts

| File Name | Standards & Indicator | Upload Date |
|--------------------------------------|-----------------------|-------------|
| 2017-Self-Assessment-SandersPark.pdf | | 11/1/2017 |

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 |
|--------------------------------------|---------------|---------------|---------------|
| 2017-Self-Assessment-SandersPark.pdf | November | None | 11/2/2017 |
| SAC-&-SAF-Meeting-Dates.docx | November | None | 11/2/2017 |
| SAC-ByLaws.html | October | SAC ByLaws | 11/1/2017 |

| File Name | Meeting Month | Document Type | Uploaded Date |
|-------------------------------------|----------------------|----------------------|----------------------|
| SAF-Bylaw.docx | November | SAF ByLaws | 11/1/2017 |
| Sanders-Park-Composition-Report.pdf | October | None | 10/31/2017 |
| SAC-Oct.-Minutes.doc | October | Monitored | 10/13/2017 |
| SAC-Oct.-Agenda.doc | October | Monitored | 10/13/2017 |

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 | 405 | 143 of 801 | -405 | 56 | 112 |

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?

Sanders Park ensures that classroom instruction is aligned to the Florida Standards through the utilization of Instructional Focus Calendars (IFC's). The IFC's are grade and subject level specific and outline the targeted standards. Curriculum Coaches meet with the grade levels bi-monthly to review the upcoming standards and

discuss instructional strategies for implementation.

Evidence collected to ensure classroom instruction is aligned to grade level standards include lesson plans, classroom walkthroughs (administrative and curriculum coaches), PLC notes and progress monitoring data. Data is also used to determine if adjustments to the IFC are needed.

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?

Students have access to informational texts in a variety of mediums including classroom libraries, online/digital resources, magazines and media center. Additionally, teachers utilize the materials from the reading resource bookroom to further expose students to informational text.

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 2017 FSA and SES Band data, Sanders Park will focus on improving student achievement proficiency in ELA and learning gains for the lowest quartile in Math. The 2017 ELA results indicated that 40% of students in grades 3-5 were proficient. This was an eight percent decrease from the previous year. Learning gains for lowest quartile students in math were at 53%.

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?

Sanders Park will scale-up the BEST Practices of PLC and High Quality Instruction to improve teaching and learning.

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

PLC's will be implemented that focus on collaborative planning and effective teaching practices of the standards.

Strategies & Activities

| |
|--|
| |
|--|

| Strategies | Persons responsible | Deadline | Professional Development | Budget |
|---|-------------------------------------|-----------------|---------------------------------|---------------|
| The Leveled Literacy Intervention (LLI) program will be used for identified students in grades 1-3. | Primary Literacy Coach | 6/1/2018 | LLI Training | |
| Strategies to improve math fluency will be incorporated into daily classroom instructional activities. Additionally, teachers will utilize and incorporate the Mathematical Practice Standards | Math Coach | 6/1/2018 | | |
| A Science Specials was added to the Master Schedule to provide hand-on activities and reinforce the standards. | Math/Science Coach | | | |
| Teachers in grades K-3 are participating in the Children's Literacy Initiative (CLI). Teachers will participate in ongoing training and coaching sessions focused on the most effective practices for early literacy instruction for kindergarten through third grade students. | Administration and Literacy Coach | 6/1/2018 | CLI Workshops | |
| Extended learning opportunities will be offered to students through push-ins and afterschool camps. | Literacy and Math Coach | 6/1/2018 | | |
| Grade level teams are given a Professional Development Day (PPD) on a quarterly basis. The day is used for teachers to collaborate and plan for instruction. Resources and best practices for teaching the standards are discussed. | Curriculum Coaches and Team Leaders | 6/1/2018 | | |
| Extended learning opportunities will be offered to students through push-ins and afterschool camps. | Literacy and Math Coach | 6/1/2018 | | \$2,000.00 |
| Monitor implementation of the Instructional Focus Calendars to ensure that the standards are being taught and effective teaching practices are followed. | Administration and Coaches | 6/1/2018 | Unwrapping the Standards | |
| Data chats will be done monthly with teachers to analyze student data and determine areas of strengths and weaknesses. Remediation, maintenance and enrichment activities will be discussed. | Administration | 6/1/2018 | | |

School Improvement Plan (SIP)

School Name Silver Ridge ES (3081)

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 |
|------------------|----------------|------------------|-------------------------|----------------------|----------------------------|
| 3081 ELA/Math | Tuesday | 1st3rd4th | 8/14/2017 - 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) |
|--|

| Grade | Student Enrollment | Data For: 2016-2017 | | (Last updated: 8/29/2017) | | % of students exhibiting 2 or more Early Warning Indicators |
|-------|--------------------|---|--|--|--------------------------------------|---|
| | | % 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 | |
| KG | 192 | 14.80 | 0.00 | 16.40 | 16.40 | 2.40 |
| 1 | 182 | 14.80 | 0.00 | 16.40 | 16.40 | 2.70 |
| 2 | 182 | 11.50 | 0.50 | | 9.00 | 1.60 |
| 3 | 195 | 6.70 | 0.50 | | 12.00 | 1.50 |
| 4 | 205 | 6.80 | 0.50 | | 17.00 | 2.40 |
| 5 | 177 | 9.00 | 0.60 | | 21.60 | 2.30 |

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

In order to address the needs of students requiring interventions, we will provide targeted tier 2 instruction to all students demonstrating gaps in academic achievement. We will provide tier 3 intensive interventions to students using research-based intervention programs (Foundations, LLI, Phonics for Reading, Visualizing & Verbalizing). Teachers will collaboratively evaluate the results of progress monitoring assessments (BAS, pre/post tests, portfolios, etc.) and participate in data chats and student conferences. To address attendance and suspensions, teachers and staff will implement activities and lessons based on the Social Emotional Learning standards.

RtI Team Meeting Schedule

| Day(s) of Week | Week(s) of Month | Start/End Dates | Start/End Times |
|----------------|--------------------|----------------------|-------------------|
| Monday | 1st, 2nd, 3rd, 4th | 9/11/2017 - 6/4/2018 | 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 |
| Governance and Leadership | 3 |
| Teaching and Assessing for Learning | 2.92 |
| Resources and Support Systems | 2.71 |
| Using Results for Continuous Improvement | 2.8 |
| 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 |
|---|---------------|---------------|---------------|
| Silver-Ridge-Elementary-Self-Assessment.pdf | October | None | 11/1/2017 |
| Silver-Ridge-Elementary-School-Meeting-Schedule.pdf | September | None | 11/1/2017 |
| Silver-Ridge-Composition-Report.pdf | October | None | 10/31/2017 |
| Silver-Ridge-Elementary-September-SAC-Meeting.pdf | September | Monitored | 10/26/2017 |
| Silver-Ridge-Elementary-SAC-Bylaws.pdf | October | SAC ByLaws | 10/22/2017 |

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 | 420 | 89 of 125 | 1 | 99 | 198 |

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?

Our school ensures that classroom instruction is aligned to grade-level Florida Standards in several ways. Teachers are expected to have each standard being taught posted for all subjects each day, and from these standards, teachers create learning goals that are discussed with students and monitored throughout lessons. Teacher lesson plans are expected to include specific standards, and our PLCs are standards-driven based on the areas in which our students need to improve performance. On a monthly basis, our staff gathers to vertically (pre-K up to 5th) discuss best practices for how a chosen standard is being taught and share successes. Evidence is collected from data that comes from standards-based assessments, and the specification of standards being taught daily is assessed via informal analysis.

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?

Students have access to informational texts for all content areas in two main mediums: paper and digital. Our paper-based informational texts are found in classroom libraries and the Silver Ridge media center. Students are free to checkout books before, during and after school, and the Media Center is organized by content area. In the digital arena, students also have access to various online programs that provide digital informational content. Two of our most utilized resources are NewsELA and ReadTheory. Both NewsELA and ReadTheory provide differentiated reading material based on student assessments and teacher input.

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 content area of focus for the 2017-2018, based on FSA data and analysis, is ELA. On the 2016-2017 FSA, 73% of our students demonstrated proficiency; 63% of our students made learning gains. We aim to increase both ELA proficiency and learning gains with particular focus on those students who scored in the lowest 25%.

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

In order to improve teaching and learning and to increase performance within the SES Band, Silver Ridge will focus on improving instruction across all tiers. Tier 1 will include interactive read-alouds and an emphasis on engaging authentic student talk. Tier 2 and Tier 3 small-group instruction will be delivered through the use of evidence-based resources and interventions. Additionally, science and social studies content will be integrated through passages that are differentiated based on student reading levels. Additional training will be provided and encouraged for the improvement of guided reading practices across all grade levels.

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

Tier 1 Improvement: Interactive read-alouds will be used daily to monitor and clarify student comprehension via the incorporation of authentic student talk. Students will also be encouraged to discuss the read-aloud with same-grade peers to gain additional insight and understanding from different viewpoints and perspectives.

Tier 2/3 Improvement: Teachers will be guided through the Response to Intervention process and provided with access to and training for evidence-based intervention resources. These resources include Phonics for Reading, Foundations, LLI, Lively Letters, Touch Math, Journey's Write-In Readers, and the Visualizing & Verbalizing program. An emphasis on fidelity and consistency, as well as the accurate evaluation of student data and achievement, will be supported by the RtI team (Administration, ESE Specialist, Literacy Coach, ESE Support Facilitators, and School Psychologist). Science and Social Studies content will be integrated through the use of leveled readers that focus on content area standards, as well as digital resources and paper-based content-focused texts (Scholastic News, Social Studies Weekly, and Science Weekly). To improve guided reading practices, teachers are provided with look-fors and best practices.

School Improvement Plan (SIP)

School Name Sunland Park Academy (K-3) (0611)

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 |
|----------------|----------------|------------------|-----------------------|-------------------|-------------------|
| Grade Level | | 1st2nd3rd4th5th | 8/28/2017 - 6/2/2018 | 2:15 PM - 3:15 PM | Pre K, K, 1, 2, 3 |
| Schoolwide PLC | Monday | 2nd | 9/11/2017 - 5/14/2018 | 2:15 PM - 3:00 PM | Pre K, K, 1, 2, 3 |

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 | 90 | 37.80 | 10.00 | | 40.00 | 4.40 |
| 1 | 111 | 33.30 | 11.70 | | 46.80 | 12.60 |
| 2 | 88 | 17.00 | 12.50 | | 39.40 | 12.50 |
| 3 | 81 | 29.60 | 6.20 | | 31.40 | 12.30 |

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 employed to improve the academic performance of students identified by the early warning system are as follows:

- Regular Rtl meetings on progress of retained students
- Retained and below grade level students to receive push in/pull out support in reading and mathematics
- Close monitoring of attendance by guidance counselor and social worker
- 1:1 mentoring
- Afterschool academic camps

Rtl Team Meeting Schedule

| Day(s) of Week | Week(s) of Month | Start/End Dates | Start/End Times |
|-----------------------|-------------------------|------------------------|------------------------|
| Wednesday | 1st, 2nd, 3rd, 4th | 10/27/2017 - 5/30/2018 | 9:00 AM - 2:00 PM |

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 | 3.5 |
| Resources and Support Systems | 2.71 |
| Using Results for Continuous Improvement | 3.8 |
| <p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>To increase our overall rating, we will:</p> <ul style="list-style-type: none">-Continue to increase parental involvement and parent trainings on our school's purpose-Provide teachers with grade specific professional development on a weekly basis-meet as an Rtl team weekly with no exceptions-monitor Instructional Focus Calendars monthly, making revisions as necessary-provide in-house professional development on the Marzano iobservation tool and provide teachers with immediate feedback after observations | |

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

| File Name | Meeting Month | Document Type | Uploaded Date |
|--|----------------------|----------------------|----------------------|
| Sunland-Park-ASSIST-Self-Assessment-2017.pdf | November | None | 11/3/2017 |
| Sunland-Park-Composition-Report.pdf | October | None | 10/31/2017 |
| SAC-Sign-In_10262017.pdf | October | Developed | 10/27/2017 |
| SACBylaws_10262017.pdf | October | SAC ByLaws | 10/27/2017 |
| SAC-Meeting-Agenda_102617.docx | October | Developed | 10/27/2017 |
| SAC-minutes_10262017.pdf | October | Developed | 10/27/2017 |

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 |
|-------------|----------------------|-----------------------------|--|---|--|
| 1 | 102 | 798 of 801 | 3 | 208 | 415 |

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 classroom instruction is aligned to grade-level Florida Standards, teachers are provided several opportunities:

- attend training over the summer to unwrap standards and lesson plan according to Instructional Focus Calendars
- common planning during grade level PLCS
- literacy based and small group training on District Professional Development days
- standards based training sessions through the District

We monitor and ensure that classroom instruction is aligned to grade-level standards through/by:

- classroom walkthroughs
- quarterly data chats
- assessment data
- ILS utilization reports
- Instructional Focus Calendars and pacing guides
- team meeting minutes

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 access educational sites for informational passages and articles. Students also interact with informal text through assigned articles on Achieve300 and IReady.

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 2017 FSA, 44% of our students scored a level 3 or higher, indicating proficiency in English Language Arts(ELA) and 58% of our students scored a level 3 or higher, indicating proficiency in mathematics. Based on the scores, we will focus on increasing proficiency in both tested areas, but will have a greater focus on ELA proficiency levels.

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

To increase our performance within our SES band, we will focus more on Professional Learning Communities that implement effective data analysis.

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

Our Professional Learning Communities will be based on using effective data analysis to drive instruction. To scale-up this BEST Practice, we will:

- meet monthly as a Leadership Team to review data
- monitor schoolwide scores as students complete assessments
- meet weekly as grade level teams to plan common assessments, review results, and plan instruction
- meet quarterly with teachers to discuss data, trends, and instruction
- display teacher, grade level, and schoolwide scores in a data room
- create quarterly goals to effectively progress monitor each grade level

Strategies & Activities

| Strategies | Persons responsible | Deadline | Professional Development | Budget |
|---|--|-----------------|---|---------------|
| Differentiated instruction; students reading below grade level will receive appropriate interventions (double dose, triple dose of reading); PLCs to drive data instruction | Classroom teacher, Literacy Coach, ESE specialists, interventionists | 6/8/2018 | Grade level PLCs, specific teachers at District reading workshops | |

School Improvement Plan (SIP)

School Name Walker ES (0321)

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 |
|-----------------|----------------|------------------|----------------------|-------------------|-------------------------|
| Grade Level PLC | Monday | 4th | 8/21/2017 - 6/6/2018 | 3:00 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) |
|--|

| 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 |
| 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 | 108 | 16.80 | 9.00 | 44.40 | 41.40 | 6.00 |
| 1 | 117 | 19.70 | 0.90 | | 44.80 | 6.80 |
| 2 | 95 | 16.80 | 10.50 | | 19.50 | 9.50 |
| 3 | 115 | 14.80 | 7.00 | | 61.60 | 14.80 |
| 4 | 136 | 19.10 | 5.10 | | 65.30 | 15.40 |
| 5 | 129 | 20.20 | 3.10 | | 67.20 | 17.80 |

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

North Fork Elementary employs a variety of programs to assist our students in improving academic success. For one hour of the school day, the students in K-5 receive intensive instruction during Intensive Hour. During this hour, students are instructed in small groups, in specific reading strands/standards, or through specific intensive reading programs such as Foundations in grades K-2, Phonics for reading in grades 1-5, and Super QAR we Use in grade 5. At North Fork Elementary, technology is paramount. Students in K-5 use IReady to strengthen their skills in Reading and Math; in grades K and 1, students use Innovations for Learning (IFL), in 1st-grade students, and Leveled Literacy Intervention (LLI) is used in grades 1st and 2nd grades. We use small group interventions and I-Ready to strengthen students skill in Math.

RtI Team Meeting Schedule

| Day(s) of Week | Week(s) of Month | Start/End Dates | Start/End Times |
|-----------------------|-------------------------|------------------------|------------------------|
| Wednesday | 1st, 2nd, 3rd, 4th, 5th | 8/30/2017 - 6/6/2018 | 9:00 AM - 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 | 3.67 |
| Governance and Leadership | 3.5 |
| Teaching and Assessing for Learning | 3.5 |
| Resources and Support Systems | 3.71 |
| Using Results for Continuous Improvement | 3.6 |

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

At Walker Elementary, we continuously reflect and strive for improvement. There are 4 standards currently on our priority list in order to increase our overall rating.

Purpose and Direction:

Walker Elementary showcases students' success at each grade level through a monthly newsletter that is distributed electronically and via hard copy at the end of each quarter. At the end of each quarter, in grades 3-5, there is an awards ceremony to highlight student achievement. Through initiation of team PLC's, teachers created a S.M.A.R.T goal as a timeline/guide to ensure that students were taught the necessary standards to allow them to be successful in their current grade, and be ready for the next grade level.

Teaching and Assessing for Learning:

Teachers conduct monthly data chats, along with administration, where they discuss student growth, or lack thereof. Teachers then create action plans and share best practices in order to close achievement gaps.

Within the school day, teachers differentiate instruction in order to meet the needs of all students. Walker also engages families by conducted grade level literacy nights where parents receive tips to assist their children at home academically.

Resources and Support Systems:

Walker Elementary School offers intensive instruction in reading at the end of each day. Teachers and instructional coaches work in small groups to differentiate and enrich instruction. At each grade level, there are inclusion classes where an additional support person works along with the teacher, to meet the specific needs of our ESE population. The school counselor provides small group instruction in social skills.

Using Results for Continuous Improvement:

Teachers share individual student data with parents during parent/teacher conferences. Administration shares school wide averages during SAC meetings with stakeholders. The results of initiatives such as IReady, Tutormate, School City, BAS, and other assessments help teachers to guide instruction tailored to meet the needs of all students.

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_SigninSeptember27.pdf | September | None | 11/1/2017 |
| SAC_SignInOctober25.pdf | October | A+ Funds | 11/1/2017 |
| Walker_SAC-Meeting-Minutes-September-27-2017.docx | September | Monitored | 11/1/2017 |
| Walker-Elementary_SAFBylaws.docx | October | SAF ByLaws | 10/31/2017 |

| File Name | Meeting Month | Document Type | Uploaded Date |
|---|----------------------|----------------------|----------------------|
| Walker-Composition-Report.pdf | October | None | 10/31/2017 |
| Walker-Elementary-SAC-and-SAF-Meeting.doc | October | None | 10/31/2017 |
| Walker_SelfAssessment.pdf | October | None | 10/31/2017 |
| SACBylaws.doc | September | SAC ByLaws | 10/26/2017 |

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 | 257 | 732 of 801 | -257 | 130 | 260 |