School Improvement Plan (SIP)

School Name   Atlantic West ES (2511)

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
Instructional Improvement	Wednesday Thursday Friday	1st2nd3rd4th	9/6/2017 - 5/30/2018	1:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

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	110	23.60	0.90		16.70	4.50
1	98	19.40	3.10		34.10	9.20
2	108	13.90	0.90		35.40	5.60
3	136	13.20	1.50		56.20	11.00
4	121	14.90	3.30		51.30	9.10
5	126	8.70	2.40		31.90	2.40

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

1. School level progress monitoring data includes iReady diagnostic for reading and math and BAS (Benchmark Assessment System) for reading. The iReady diagnostic assessment is administered three times a year. The BAS is administered quarterly schoolwide and more frequently for below level students.
2. Instuctional materials for reading include the guided reading resource book room and Ready Florida materials. Intervention instructional materials for reading are leveled literacy intervention, Fundations, Quick Reads and Phonics for Reading. Go Math is the core instructional material schoolwide for math. Supplemental and intervention math materials include iReady lessons, Ready Math books, Touch Math and Moving with Math.
3.The school ensures the fidelity of students not progressing towards school goals receiving appropriate interventions through grade level and individual teacher data chats. During grade level professional learning communities, teachers analyze data and plan differentiated instruction using the CARE cycle. Progess monitoring of individual students is conducted through the RTI process.
4. The school ensures that all classroom instruction is accessible to the full range of learners by providing individual assessments to all students in order to focus on each students' individual needs. Students with individual education plans and 504 plans receive appropriate accomodations for instruction and assessments in order to meet each students' individual needs.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	2nd, 4th	9/11/2017 - 5/29/2017	8:30 AM - 1:00 PM
Monday	2nd, 4th	9/11/2017 - 5/29/2017	8:30 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	4
Teaching and Assessing for Learning	3.58
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.	

Standard 1 Purpose and direction - Atlantic West Elementary (AWE) will continue to work to share the purpose and direction of the school through the use of social media (Ie: Facebook page or twitter). AWE's mission, purpose, and STEAM program will be shared with the community through Pre School Visitations and by inviting community members and partners to participate in Title 1 Family Nights and the Museum Showcases held 4 times per year. The school will continue to use data analysis to drive classroom instruction, remediation and enrichment. Currently the school improvement plan is closely aligned to the goals of the STEAM grant goals and district initiatives. This will continue to be shared at monthly SAC meetings, through the newsletter and will be also communicated through the website and social media sites.
Standard 2 - While processes and procedures are strong at Atlantic West, there are always opportunities to improve in this area. The leadership and staff continue to respond to feedback from district instructional visits and make adjustments in instructional and classroom practice. Professional development continues through PLC's focused on improving Tier 1 instruction in both ELA and Mathematics.
Standard 3 - Atlantic West teachers continue to revise and improve on the STEM curriculum developed over the last two years. Teachers continue to work toward raising the rigor of classroom activities that lead to master the Florida Standards. One area of strong focus is adding writing to all subject areas through journal reflection, research, and focusing on providing evidence from text. The next revision of the integrated STEM units will include a reseach focus and a quarterly technology product. In addition, Target Benchmarks will be identified for ELA and MAth and a detailed focus calendar developed through a process of collaboration at all grade levels PLC's.
Standard 4 - Atlantic West continues to work on using scheduling creatively to provide maximum time for additional support to teachers.
Standard 5-Regular data meetings with individual teachers as well as teams focuses on strengths and weaknesses in instruction. Staff will continue to focus on improving Tier 1 instruction and learning. Staff will continue to learn to use BASIS for recording and analyzing data 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
AWE-Committee-Membership.pdf	November	Developed	11/1/2017
Self-Assessment-2017-2018.pdf	October	None	10/19/2017
2511_SAC_SAF_10_09_17.pdf	October	Developed	10/16/2017

File Name	Meeting Month	Document Type	Uploaded Date
SACMTG_09_25_2017.pdf	October	Monitored	10/3/2017
AWE_SAC_Bylaws_2017.pdf	October	SAC ByLaws	10/3/2017
AWE_SACMTG_08_28_2017.pdf	October	None	10/3/2017
SAF-Bylaws_2017.docx	October	SAF ByLaws	10/3/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	325	156 of 205	-325	87	173

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?

AWE ensures that classroom instruction is aligned throught the use of:

- Focus Calendars and Assessment Calendars Aligned by Standards for each grade level

- I-Ready is used to collect Data of Standard Mastery in both ELA and Math Standards
- Teachers collect and anayzle Data from IReady and BAS Assesments to target students who need remediation and to differentiate instruction

Collected Documents:

- Teacher Lesson Plans
- Assessment Data, BAS Aassessments, IReady Data
- Student Work Samples

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?

AWE developed a reading resource room where both narrative and informational titles are kept for interactive read-alouds, shared reading, and guided reading. This room houses a wide variety of titles that correlated with our science and social studies curriculum as well as other informational texts. Teachers have access to a check-out system where they may check out an unlimited amount of titles to utilize in their classroom. Teachers are utilizing a balanced approach through fiction and informational through their whole group and guided reading group lessons. In addition, our school has acquired several volunteers who are able to keep our media center circulation open throughout the school day and school week. Students have access to informational text at their discretion or recommendation by the teacher.

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?

Atlantic West's overall proficiency for ELA 2017 was 40% and ELA 2016 was 39% . There was a decrease of 1% overall. 3rd Grade Proficiency in 2017 was 31%   and in 2016 was 36% indicating a decrease of 5%. In 2016 FCAT Science proficiency was 39% in 2015 and in 2017 the proficiency score was 53%. We believe that the 14% increase was impacted by the STEAM program curriculum review and revision along with the continuum across grade levels of students participating inthis curriculum. The ELA overall proficiency decreased 1%, however, overall learning gains and gains in the in our lowest 25% increased from 45% to 51% and 36% t0 47% respectively. In Math,overall proficiency dropped from the 2015-16 49% to 40%, a decrease of 9%. Learning gains overall and in the lowest 25% also indicated a decrease. Therefore, AWE will focus on literacy and math. For the school year 2017-2018, 46% of students will demonstrate proficiency or higher in ELA and 43% in MAFS and as measured by the FSA.

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 to be scaled up this year is the BP#1 PLC and BP#2 is the RtI Process. Teachers will monitor students' progress through IReady and BAS data along with authentic student work.

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

Each grade level PLC meets once every other week for two hours. Additionally, grade levels have 3 all day planning sessions prior to the quarter. During this year's PLC teachers are choosing a curriculum focus based on ELA and Math data. Teachers will work through the CARE cycle throughout the year to monitor student growth and enhance best teaching practices based on student needs. AWE used Title One Funds to obtain support of an outside consultant to grade level team in ELA Standards based curriculum and instructional delivery. Primary teachers will track and analyze BAS data. Intermediate teachers are tracking and monitoring IReady Standards Mastery Assessments data. Students are using "Right on Track" folders to monitor their own data and standards mastery progression. The school has adopted a district recommended parent invite for RTI meetings. This has increased participation in RTI meetings. Furthermore, AWE has utilized the assistance of district RTI coaches. These coaches participate in RTI meetings and deliver best-practice strategies to all members of the RTI teams. Additionally, the RTI coaches model the most recent data collection strategies by introducing new data collection methods such as entering tier 1 interventions in the BASIS system, graphing, and behavior monitoring. Also, the RTI team has redefined the referral process so that general education teachers are identifying more struggling students in a more strategic manner. The refinement of this process has insures tier 2 and 3 interventions are being implemented with fidelity, thus reducing Exception Student Education (ESE) referrals. And, staff is implementing behavior plans for students requiring behavior modification.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Grade Level PLC's, Grade Level Planning Days, Development of Focus Calendar for instrucion of targeted goals, Related Arts Suppot in review and revision of UBd Curriculum Units	Diane Eagan, Principal, Jounice Lewis, Asst. Principal, Rosemary Puia, reading Coach, Amy Oppy, Math coach, Jennifer Forest, Science Coach, Mrs. Luckenbach, Magnet Coordinator	6/7/2018	All Grade Level PLC's will meet every other week for 2 hours. Teachers will paripicate in planning focus calendars with the assistance of an outside consultant to include targeted goals for instruciton and differentiation, coaches will support in review and revision of UbD Untis	$11,880.00
Assistance from district RTI team, PDs on RTI delivered by Amber Boles & Tiffany Moore	Tiffany Moore-district RTI coach, Amber Boles-district RTI coach, Amy Oppy-co-facilitator, Rosemary Puia-co-facilitator	6/7/2018	professional develpment will be delivered by the district RTI team-Amber Boles & Tiffany Moore	NA

School Improvement Plan (SIP)

School Name   Coconut Creek ES (1421)

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
Math	Friday	1st3rd	10/6/2017 - 5/18/2018	7:35 AM - 8:30 AM	
Aspiring Leaders	Friday		8/28/2017 - 5/31/2018	7:30 AM - 8:30 AM	
Team Collaboration	Thursday		8/28/2107 - 5/31/2018	7:30 AM - 8:30 AM	2, 3
Team Collaboration	Wednesday		8/28/2017 - 5/31/2018	7:30 AM - 8:30 AM	4, 5
Team Collabortion	Tuesday		9/28/2017 - 5/31/2018	7:30 AM - 8:30 AM	K, 1

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	113	15.00	11.50		26.90	5.30
1	99	14.10	8.10		27.50	9.10
2	122	9.80	11.50		21.30	9.00
3	131	8.40	3.10		23.80	5.30
4	135	10.40	3.70		27.80	3.00
5	115	4.30	2.60		33.60	2.60

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

We identify struggling students using mutiple assessments. We then provide tailored interventions through the RTI process such as LLI, Phonics for Reading, Write In Readers etc. In addition, all struggling students are invited to Academic Camps ,where they are instructed in a small group setting..Futhermore any student identified by the Early Warrning Indicators is placed on a Progress Monitoring Plan in the affected area. Students are then monitored using the Standards Mastery component of I-Ready, as well as with graphical data in their identified deficiency area. Data chats are held quarterly and RtI meetings are held every 6 weeks for identified students.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th	9/27/2017 - 5/31/2018	8:30 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	3.67
Governance and Leadership	3.83
Teaching and Assessing for Learning	3.58
Resources and Support Systems	3.43
Using Results for Continuous Improvement	3.65

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

Our school utilizes many of our community resources. We have increased the number of parental volunteers. Those volunteers directly assist students within their classroom to increase and enrich their ELA skills. Parental volunteers also assist the teachers in gathering and organizing curriculum materials. That enables the teacher to engage in individual and differentiated instruction that can better meet the needs of the struggling students in her classroom. Additionally, we partner with Impact Broward. This organization matches senior volunteers with students. A mentorship is established and a bond is made. This focuses on the SEL of the student as well as practicing deficient academic skills. Also, Nova Tutors, as part of the America Reads and America Counts program, provide one on one 30 minute focused tutoring with students across the grade levels. High School students are also an integral part of our support system as they mentor struggling students, emotionally and academically.

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
self-assist-2017-18.pdf	October	Monitored	10/27/2017
Committee-Membership2017-18.html	October	Monitored	10/27/2017
sept-Agenda.pdf	October	Monitored	10/27/2017
Attendance-Sept-SAC.pdf	October	Monitored	10/27/2017
AttendanceOctober-meeting.pdf	October	SAC ByLaws	10/27/2017
October-Agenda.pdf	October	Developed	10/5/2017
SAC-Minutes-Septemer2017.docx	October	Monitored	10/5/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAF-Bylaw-2017-18.docx	October	SAF ByLaws	9/29/2017
SAC-ByLaws-2017-18.html	October	SAC ByLaws	9/28/2017

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	373	120 of 208	1	89	177

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?

Teachers use LG & PS for each standard with a focus on necessary vocabulary to ensure understanding. Teachers post and review those goals and standards with their students. They monitor their understanding through student self assessment using the rubric. An instructional timeline was created for each grade level in the area of Math and ELA. The timeline includes standards of focus and dates that assessments to measure mastery will be given. Grades 2-3 will use iReady Standards Mastery data to measure proficiency and growth. Grades K-1 will use a standards mastery checklist in order to monitor student growth and understanding of the standards. During Grade Level PLC's, teachers will

discuss data and develop strategies to enhance student learning.

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 and teachers have access to Scholastic Leveled Books which are located in our resource room. In addition, teachers were provided leveled books to incorporate into their own classroom libraries. The new Social Studies books will be used as interactive read alouds as well as provided at student level for independent reading and/or use in small group guided instruction. Discovery Education, Newsela and Learning.com are also available through single sign on for student use.

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?

* Teachers will implement differentiated centers, along with directed instruction meeting all students with enrichment, instructional and remedial strategies. The Florida State Standards (MAFS AND LAFS) will drive curriculum in all grade levels. In addition to, implementation of SIM Quality Assurance for primary literacy and focus on primary literacy through small guided groups.
* In Reading, we will focus school-wide on our weakest LAFS standards, specifically Integration of Knowledge and Ideas, Craft and Structure, and Key Ideas and Details.
* In Math we will be focusing on Numbers and Operations/Fractions, and Algebraic Thinking. We will target on the lowest quartile in Math in order to form a push in program with our support staff..
* In Math, primary grades will work on increasing math fluency to better prepare students for the third grade Math FSA, specifically Operations, Algebraic Thinking.

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?

At our school, we are working on improving processes pertaining to RTI and data analysis. With regard to RTI, we are ensuring the prescription fits the ailment, or deficiency, experienced by the student. Norm-referenced data will be one source collected for progress monitoring, in addition to individualized data, data compared to other struggling students as well as class averages. Data analysis at CCES now contains a holistic approach designed to effect a whole-school sense of accountablity (all students belonging to all staff members). In essence, during planning times, grade level data is

shared amongst the entire grade level to foster best practice sharing and greater alignment between teaching and learning.

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

After analyzing data among grade level, teachers will determine who will need remediation or enrichment. Delivery will be through the CARE cycle, differentiated instruction, learning centers, small group instruction, push in program with the lowest 25% quartile, and the gradual release method with scafffolding, when necessary. The results of common formative assessments drive the instruction to enrich and remediate instruction according to assessment results. We will be using the new I-Ready Standards Mastery component for continual progress monitoring in ELA and Math for grades two to five. We will be using Thinking Maps across the curriculum to help with critical thinking strategies, buidling vocabulary, and writing performance.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Teachers will use BAS data to drive instruction. They will make appropriate goals using the literacy continuum. Question stems will be used to increase comprehension during whole group and guided reading instruction. Guided reading instruction will take place on a daily basis. Struggling students will be identified and instructed in their area of need beyond the 90 minute literacy block. Differentiated centers will be utilized to remediate and enrich concepts and understanding.	Teachers, literacy coach, interventionist	6/8/2018	Sub-cadre meetings, monthly literacy meetings - information will be obtained by coach and disseminated to faculty during Leadership PLC, CARE BEST Professional Release Days. Teachers will be provided opportunities to attend County trainings ..	

School Improvement Plan (SIP)

School Name   Collins ES (0331)

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
Pre-K ELA	Tuesday	2nd4th	8/14/2017 - 5/4/2018	8:10 AM - 9:25 AM	Pre K
ELA - Grade K	Friday	1st3rd5th	8/14/2017 - 5/4/2018	8:10 AM - 9:25 AM	K
ELA - Grade 3	Thursday	1st3rd5th	8/14/2017 - 5/4/2018	8:10 AM - 9:25 AM	3
Math - Grade 1	Wednesday	1st3rd5th	8/14/2017 - 5/4/2018	8:10 AM - 9:25 AM	1
ELA - Grade 2	Tuesday	1st3rd5th	8/14/2017 - 5/4/2018	8:10 AM - 9:25 AM	2
ELA - Grade 4/5	Monday	1st3rd5th	8/14/2017 - 5/4/2018	8:10 AM - 9:25 AM	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	58	27.60	1.70		50.00	13.80
1	58	34.50	5.20		43.80	15.50
2	43	30.20	2.30		36.10	11.60
3	58	19.00			20.00	8.60
4	40	17.50	2.50		13.90	7.50
5	42	23.80			7.90	2.40

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

Collins Elementary School utilizes a variety of data collection methods. All grade levels engage in the use of Common Formative Assessments designed to assess student mastery of grade level standards that have been taught through the use of various instructional materials. These assessments are given every two to four weeks. Data is tracked throughout the school year and interventions are implemented for students who are not making acceptable progress toward mastery.

Students in K-3 and those in 4th and 5th grade who are identified as having a deficiency in reading are assessed three times each year using the Benchmark Assessment System (BAS). Data from this assessment helps to identify specific reading deficiencies and allows teachers to appropriately group students to meet the needs of groups of students.

Teachers at Collins are encouraged to use a variety of instructional materials for initial instruction to help

students achieve mastery of the Florida Standards, including the district's adopted curriculum, teacher and team designed activities, and state recommended activities. For those students identified through a variety of assessments as "struggling readers", small group and individual interventions are implemented. Phonics for Reading, Quick Reads, Fundations, Wilson, and Soar to Success are some of the programs utilized to help close the achievement gap for these students.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Tuesday Wednesday Thursday Friday	2nd, 4th	9/5/2017 - 5/25/2018	9:30 AM - 1:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	2.67
Governance and Leadership	3.33
Teaching and Assessing for Learning	3.0

Resources and Support Systems	3.0
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
SAC-SAF-sign-in-October-2017.pdf	October	Developed	10/27/2017
SAC-SAF-sign-in-September-2017.pdf	October	None	10/27/2017
SAC-Composition-Report-2018.pdf	October	None	10/27/2017
SAC-SAF-Meeting-dates-2018.docx	October	None	10/23/2017
SAC-Agenda-Sept-2017.docx	September	None	10/20/2017
SAC-By-Laws.doc	September	SAC ByLaws	10/19/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
2	510	2 of 138	12	6	12

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?

All grade levels participate in a data-based Professional Learning Community (PLC) through which, standards are selected and deconstructed, learning goals are established, and foundational targets designed to build toward meeting those goals are developed. Activities are developed to meet the objectives and assessments are created to determine student mastery of the standard(s) taught. Prior to administering an assessment, the PLC team evaluates the rigor of the assessment in comparison to the indicated depth of knowledge indicated by the state. After administration, these assessments are evaluated by the PLC team to determine the effectiveness of instruction and to make decisions regarding the need for interventions or enrichment.
As a result of this continuous cycle of improvement in standards-based instruction, assessment, and evaluation, by June of 2018, 65% of students in grades K-2 will reach grade level proficiency in reading as evidenced by the Benchmark Assessment System (BAS) results.

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?

Collins has a reading resource room with a plethora of leveled reading material which includes 50% informational text. These texts are available for all reading levels and teachers have a complete list of all available texts. Teachers and students in grades 2-5 have access to and utilize the online learning resource, Newsela, to increase the volume of informational text used for instruction. Read Theory and Read Works are also used by teachers in grades 3-5.

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?

For the 2017-2018 school year, Collins will focus on scaling up BEST Practice #2 and work to ensure that our Response to Intervention is formalized and more effective in meeting the needs of students.

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

- Collins will develop an MTSS (Multi-Tiered System of Support) team to participate in all RTI meetings
- Teachers and the team will accurately identify the specific reading deficiency (phonics, fluency, comprehension,etc.)
- The team will certify that the interventions being implemented are correctly aligned to the indicated deficiency and are provided at an appropriate frequency
- Bi-weekly meetings will be held with individual teachers during their planning time to collect and evaluate data
- All intervention data will be compared to Common Formative Assessment (CFA) data to ensure that the interventions are having a positive impact on grade level expectations

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Continuous improvement in instructional practices, common formative assessments and data analysis through grade level professional learning communities.	Tracy Jackson / Maureen Keenan	6/7/2018		$1,000.00

School Improvement Plan (SIP)

School Name   Dania ES (0101)

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
0101Math 4-5	Tuesday	3rd	8/22/2017 - 5/15/2018	2:00 PM - 3:00 PM	4, 5
0101ELA 4-5	Tuesday	3rd	8/22/2017 - 3/15/2018	2:00 PM - 3:00 PM	4, 5
0101ELA 3	Wednesday	3rd	8/23/2017 - 5/15/2018	2:00 PM - 3:00 PM	3
0101ELA 2	Monday	3rd	8/21/2017 - 5/15/2018	2:00 PM - 3:00 PM	2
0101ELA 1	Tuesday	3rd	8/22/2017 - 5/15/2018	2:00 PM - 3:00 PM	1
0101ELA K	Wednesday	3rd	8/23/2017 - 5/15/2018	2:00 PM - 3:00 PM	Pre K, K

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	26.00	2.10		26.00	2.10
1	101	23.80	4.00		39.20	7.90
2	96	20.80	4.20		19.70	3.10
3	96	15.60	3.10		47.40	4.20
4	99	21.20	1.00		32.90	6.10
5	72	8.30	8.30		26.80	2.80

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

Utilizing the Intervention Decision Tree, all students are administered in Grades K-3 are administered the Benchmark Assessment System(BAS) early in the school year to determine their literacy level. Students in Grades 4 and 5 that scored Level 1 and 2 on the FSA ELA are also administered the BAS to determine their needs. Small groups for intervention are determined based on the analyzed data. Based on early warning indicators, 26% of 5th graders and 33% of 4th graders for the 2017-2018 school year scored level 1 in ELA or Math. Progress monitoring is conducted on regular schedule with a set of expectations for each grade level. Students not meeting expectations /proficiency receive interventions based on the MTSS/RtI model of tiers of support.

Classroom teachers have a variety of resources to provide instruction during Literacy period. School wide implementation of the MTSS/RtI 3 Tier Model ensures that all students receive instruction and supplemental instruction at their level with

fidelity. Staff are trained in how to deliver and score assessments used to determine the students independent, instructional and frustrational level. Progress monitoring is conducted bi-weekly using Standards Mastery tests, iReady assessments, and chapter tests.

The Core Literacy Instruction, for Tier 1 instruction, is presented to all students, using Journey's Basal Readers. Instruction is presented in a whole group learning session. Supplemental materials for Core instructions include NewsELA, Scholastic News,and iReady. Students also participate in small group lessons based on their BAS reading levels and iReady diagnostic information. These groups work on the targeted literacy skills that the students need to stregthen. Supplemental materials such as Leveled Readers, Write in Reader are provided to help the student improve decoding and comprehension skills. Bi-weekly assessments determine growth and improvement. The teacher and MTSS Team meet to compare the intervention data to the baseline data to determine whether the desired change is occurring. The data is analyzed to determine whether the student is making progress toward meeting the goal determined in the intervention plan.

Tier 2 intervention occurs when the data does not show growth and progress toward the established goals. Supplemental materials such as Phonics for Reading and Words Their Way are provided in an additional small group setting. For example: 20 minutes of additional reading instruction per day, 2-3 days. Data is collected bi-weekly to determine if progress toward the goal is achieved.

Tier3 intervention occurs when the student continues to fail to make progress toward the goal. An additional 20 minutes of intensive instruction is recommended using additional supplemental personnel and materials such as Reading Resource push-in instruction. Data is collected weekly to determine progress.
The ESE Support Facilitator provides ESE students with daily literacy support utilizing a variety of instructional text. Materials such as Wilson Reading System, Words Their Way, Leveled Readers, and Smile are implemented daily for 30 minutes in a small group setting. Progress monitoring is conducted weekly.

Students receiving interventions are routinely monitored by the MTSS Team. The teacher is requested to produce intervention data collected over a period of 6 weeks, to the team and the parents at a scheduled meeting. At that time, it is determined if the student is making significant progress toward the goal.

 Students vary in the way they learn and process information. The Universal Design for Learning provides for student differences. Some grasp information quicker or more efficiently through visual or auditory modalities rather than printed text. Therefore, our teachers utilize a variety of methods to present material. Lessons are presented via projectors, videos, or read alouds.   Research shows that learning, and transfer of learning, occurs when multiple means of presentation are used because they allow students to make connections in a way that suits their learning styles.

Students are also afforded the opportunities to demonstrate what they know in a variety of ways. Opportunities such as journals, group projects, flash cards, and white boards are used as means to participate in classroom instruction.

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	3.33
Governance and Leadership	3.00
Teaching and Assessing for Learning	3.08
Resources and Support Systems	3.14
Using Results for Continuous Improvement	3.40

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

Motivating students has always been an area of concern that we try to address. The creation of school-wide clubs such as a Soccer club, Chorus club, Math club, Global patrol, Ceramics club, Violin club, Student Council and Dania Elementary News (DEN) club have helped to motivate students to be a more active participant in the school community. Our 2nd and 3rd grade students are participating in the District-wide chess program called First Move.

As a school, we are committed to a culture that establishes collaboration within the school, home and community. We open the following activities to stakeholders,local businesses and community partners: School Advisory Council (SAC) which meets monthly, Parent Connections, meets quarterly to discuss topicsof interest for ESE parents, Parent Family nights engage parents in assisting their children achieve academic success through engaging and educational activities.

Information is provides to stakeholders through quarterly newsletters, informational phone calls, emails, and Dania's Website.

Dania Elementary's governing body establishes policies and procedures that ensure effective administration of our school. The governing body established school-wide positive discipline procedures and supports the use of research based classroom management systems such as CHAMPS and TRIBES.
TEAM LEADERS will continue to
-Facilitate sharing of best practices with their team members on a weekly basis
-Ensure that every team member has a role in Professional Learning Community groups
-Oversee and supervise organizational of field trips and supplies for their grade level and

Dania Elementary Leadership Team will:
-Strive to create a positive learning environment
-Will continue to be present at grade level PLCs, and data chats to assist teachers in developing strategies for struggling learners
-Will be present at Parent Nights to support parents and students is learning activities
-Leadership Team avails themselves to teachers to team teach, model lessons, and assist in lesson planning
-Opportunities for vertical teaming will be provided to allow collaboration across grade level

The School Counselor will continue to meet with student groups to enhance social and emotional growth
TEACHING AND ASSESSING LEARNING:
The Literacy Coach serves not only as coach but also guides on the side, and/or a team teacher in classrooms. He coordinated the administration of BAS and iReady assessments. He provides insight into interpreting data and interventions to utilize to improve student success. To increae student success thiis year we plan on:
 - Teams meeting weekly to discuss struggling students and brainstorm intervention practices
- CARE packages will be discussed during team meetings and implemented in class to increase student achievement
- Small group will be developed based on BAS levels and programs such as Phonics for Reading and Words Their Way will be untilzed to increase phonemic awareness.
-NewsELA and Vocabulary.com will be implemented to increase higher order thinking comprehension skills utilzing fiction and non-fiction text

Resources and Support Systems:
-The Literacy Coach will be available to classroom teacher to provide modeling of lessons and questioning techniques
-ESE Support Facilitator will provide in class support for ESE students as well as pull out support across grade levels. She wiill cunsult with teachers to determine the skills and standards being instructed in the classroom and coordinate her remedation lessons.
-ELL students will continue to meet with the ESOL instructor to continue their immersion in to the language

Leadership will continue to meet quarterly with teachers for DATA Chats

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
Dania-Committee-Membership.pdf	November	Developed	11/3/2017
SAF-10.19.17.pdf	October	SAF ByLaws	10/20/2017
10.17.17-Agenda.Minutes.Sign-ins.pdf	October	SAC ByLaws	10/19/2017
09-259.25.17.pdf	September	Monitored	9/26/2017

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
3	388	84 of 205	2	55	110

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?

Classroom teachers analyzed previous FSA data fo determine learning targets and goals. Professional Learning Communities (PLC), have been implemented based on those goals. A professional development plan has been initiated, based on FSA Standards, to implement the use of grade level IFC (instructional Focus Calendar) which was designed based on student needs. This allowed grade level teams to follow a scope and sequence to effectively research, discuss, and plan instruction throughout PLC Meetings. Classroom teachers have created SMART goals focusing on student achievement in ELA. iReady diagnostics will be administered to all students and each student will utilize iReady on a daily basis to meet goals based on their individual needs. BAS will be administered quarterly to monitor growth of individual students, classes and grade level. Adjustments in class instruction will be determined by results of assessments. BSA administered in January will also assist teachers in focusing and reteaching areas of weaknessed based on results

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 the opportunities to access informational text through a variety of sources. Teachers will receive training through PD (Professional Development) on the utilization and implentation of NewsELA. NewsELA is an internet data base of differentiated nonfiction reading across grade levels. Teachers will be utilizing Scholastic News both in print and digital format to access non-fiction selections. Grades 3-5 will receive LAFS (Language Arts for Florida Standards) test prep books for daily use. Mastery tests will be given bi-weekly to determine growth or need to reteach content. A Literacy Room has been developed containing fictiom and non-fiction text which covers the content areas for teachers to check out for use in classrooms in small groups.

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 SES Band Data, Literacy will be the focus for improving student achievement.
This area was selected due to our student under performance in this area as compared to the other schools in our SES band.

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 Practices that will be implemented and or scaled up to improve teaching and learning will include: School-wide as well as grade level PLCs focusing on Literacy. All teachers will progress monitor their students on a regular basis, bi-weekly, utilizing iReading results and bi-weekly or weekly assessments. Grade levels will participate in Data Chats with the Leadership Team each quarter. Strengths and challenges

of students will be discussed and additional strategies will be suggested and implemented to enhance academc growth.

ESE students will receive additional literacy supports from the ESE Support Facilitator daily utilizing the push-in or pull-out model as determined by needs.

Lowest quartile students will receive daily literacy intervention from the Reading Resource Teacher via a push-in model.

The Literacy Coach works with small groups of students in Grade 3 and 5 to support and improve their literacy skills.

ELL students meet with our ESOL Resource Teacher to improve vocabulary and comprehension skills

After school Reading/Literacy camps for 3-5th grade students will be started. Students will be selected to participate based on FSA, BAS and iReady levels.

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

The BEST Practices will be scaled up by: Identifying lowest quartile students in grades 3-5 who will participate in the after school academic camps.

Interventionists from the faculty will be selected to teach the students and resources will be gathered for use during these camps.The students will be grouped based on their abilities and needs as defined by the BAS (Broward Assessment System) and previous years' FSA scores. Reading Resource teacher will push-in to provide students with interventions on a daily schedule. iReady will be utilized to progress monitor on a bi-weekly basis.Standards Mastery tests will progress monitor on a bi-weekly schedule.

BAS and BSA will be used to progress monitor on a quarterly schedule.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
) ELA and Math tutoring camps to meet the instructional review of material for the lowest quartile students in grades 3-5 . 2) Utilization of NewsELA in classrooms to present informational text at various instructional levels	Grade Level Team Leaders, Literacy Coach, classroom teachers	5/18/2018		

School Improvement Plan (SIP)

School Name   Hollywood Central ES (0121)

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
0121 Fourth and Fifth Grade Math	Friday	2nd4th	9/11/2017 - 5/14/2018	2:00 PM - 3:00 PM	4, 5
0121 Fourth Grade and Fifth Grade ELA	Friday	2nd4th	9/11/2017 - 5/14/2018	2:00 PM - 3:00 PM	4, 5
0121 Third Grade Math	Friday	2nd4th	9/11/2017 - 5/14/2018	2:00 PM - 3:00 PM	3
0121 Second Grade ELA	Friday	2nd4th	9/11/2017 - 5/14/2018	2:00 PM - 3:00 PM	2
0121 First Grade ELA	Friday	2nd4th	9/11/2017 - 5/14/2018	2:00 PM - 3:00 PM	1
0121 Kindergarten Math	Friday	2nd4th	9/11/2017 - 5/14/2018	2:00 PM - 3:00 PM	Pre K, K

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	74	21.60	2.70		31.40	6.80
1	83	27.70	1.20		41.40	14.50
2	86	17.40	2.30		28.80	5.80
3	92	19.60	1.10		45.70	5.40
4	77	26.00	2.60		50.00	19.50
5	100	19.00	1.00		46.30	6.00

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

The intervention strategies Hollywood Central Elementary will utilize to improve the academic performance of students identified by the early warning system is make sure the students are appropriately identified accurately by following the MTSS/RTI process. This process makes sure each student that attends Hollywood Central is given opportunities to succeed by determining which tier of support is needed. Students will be given frequent progress monitoring assessments in ELA/Math where the progress monitoring assessments will determine if the

student(s) needs to place on a PMP for ELA or Math (Progress Monitoring Plan). Once the student(s) are identified, Hollywood Central encourages all classroom teachers to initiate effective Tier 1 Strategies, collaborate with peers, and implement appropriate Tier 2 or Tier 3 interventions in order to close the student's academic deficiency gap in either ELA or Math. All classroom teachers will use ELA and/or Math Interventions aligned to Broward County Public Schools "Struggling Reader's and Struggling Math Chart". This chart will assist classroom teachers and support staff to make sure the correct intervention(s) is aligned to the students' area of deficiency.

Intervention(s) for ELA

Literacy Tool Kit- Comprehensive set of teaching tools to help differentiate literacy and language instruction for all students.

Reading Tool Kit- Intervention kit used for students that will support students who have reading gaps. The kit provides intervention support for the five critical areas in order to reteach skills.

Write In Reader- Extra support for reading intervention

Elements of Vocabulary- A targeted intervention program, which builds oral vocabulary development that is essential for future reading proficiency.

Wilson Fundations- Multi-sensory, structured research-based program that focuses on strategies that assists with comprehensive reading, spelling, and handwriting.

Leveled Literacy Intervention (LLI)- Small group intervention series developed to help lowest achieving students to become grade level readers

iReady- Adaptive, diagnostic program that provides rigorous instruction to boost student achievement in ELA/Math.

Intervention(s) for Math

Houghton Mifflin Harcourt GO Math! (Grades K-5)

Reteach, Enrich, Strategic Interventions, Intensive Interventions, Animated Math, Real World Videos, Soar to Success, Interactive Whiteboard Lessons

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	8/29/2017 - 5/29/2018	8:00 AM - 3:00 PM
Tuesday	1st, 2nd, 3rd, 4th	9/5/2017 - 5/29/2018	8:00 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	3.0
Governance and Leadership	4.0
Teaching and Assessing for Learning	3.25
Resources and Support Systems	3.43
Using Results for Continuous Improvement	3.6

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

Purpose and Direction will continue to be clarified though ongoing communication tools. Resources and Support Systems will address new technology as well as student and staff needs as identified by survey and iobservation. Using results for continuous improvement is visited in Data Chats and PLCs, remaining a focus.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
2017178-AdvancEd-DIAGNOSTIC.pdf		10/20/2017

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF-Bylaws-2017.doc	October	SAF ByLaws	10/27/2017
SAC-ByLaws-2017.pdf	October	SAC ByLaws	10/27/2017
SAC-COMPOSITION-17-18.pdf	October	None	10/26/2017
SEPT-SAC-SIGN-IN-SHEETS-2017.pdf	October	SAC ByLaws	10/26/2017
SAC-2017-Sept-Minutes.doc	October	SAC ByLaws	10/26/2017
SAC-OCT-AGENDA-2017.doc	October	SAC ByLaws	10/26/2017
SAF-Agenda-OCT-2017.doc	October	SAF ByLaws	10/26/2017
SAF-SAC-Meeting-Dates.doc	September	None	10/20/2017
SAF-Agenda-2017.doc	September	SAF ByLaws	10/20/2017
SAC-SEPT-AGENDA-2017.doc	September	SAC ByLaws	10/20/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	313	191 of 208	3	119	237

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?

Hollywood Central will ensure classroom instruction is aligned to grade-level Florida Standards and the evidence that will be collected to ensure that classroom instruction is aligned to grade-level standards is to constantly engage students in learning as the centerpiece of the framework for teaching in addition to, all of the other components by scaffolding higher levels of student understanding. Engagement refers to whether the teacher asks the students to complete a rigorous task that promotes deeper levels of understanding. During classroom walkthroughs, adminstrators will look for teachers who identify or model how to use certain critical thinking strategies, teachers who incorporate multiple strategies that are engaging to students while also providing assignments that are relevant and engaging to students' interests.

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, Hollywood Central will ensure students have access to informational text for each content area in a variety of mediums by organizing a Scholastic Reading Leveled Library so that teachers can select appropriate leveled text for students to reading in small guided groups. When selecting the books, teachers must consider the following information: the selection must be on the students' instructional level, the selection must be interesting to the student, and the selection must fit within the students' reading teaching targets.

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?

HCE's Florida Standards Assessment results shows 37% of the third grade students are proficient, 44% of the fourth graders are proficient, and 37% of the fifth grade students are proficient in the English Language Arts

standards. In math, 27% of third grade are proficient, 48% for the fourth graders, and 38% of the fifth graders are proficient in the Math Florida Standards. By analyzing the most recent FSA data, the content area that will be our focus for improving student achievement for the 2017-2018 school year is English Language Arts (ELA). In order to make our students college and career ready, placing the focus on the English Language Arts standards will not only prepare our students for the future but it will also assist our students into becoming critical thinkers and readers which is a lifelong skill.

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 Hollywood Central will use to scale-up to improve teaching and learning in order to increase performance within the SES Band is Best Practice : An Embedded High Quality RTI Process. The goal or purpose of this best practice is use student academic and/or behavior information to better identify students with learning or behavior needs in order to give students the necessary supportive interventions that will maximize their full potential and learning.

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

The BEST Practice Hollywood Central will use to scale-up to improve teaching and learning in order to increase performance within the SES Band is Best Practice : An Embedded High Quality RTI Process. This BEST Practice will be scaled up by following an Comprehensive MTSS/RTI/CPST Action Plan that focuses on making the MTSS/RTI/CPST process better by making sure all classroom teachers understand the logistics of the MTSS Framework, the purpose of the framework, how the framework will be utilized at Hollywood Central, and creating a RTI/MTSS Stakeholders Quarterly Survey to ensure the process is working effectively.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Professional development that best aligns to BESt Practice #2: Embedded High Quality RTI Process/Providing High Quality Instruction that supports all students	Lisa P Eutsey	6/5/2018	Balanced Literacy Training (Small Guided Reading, DBQ, Foundational Progressions in Literacy)	$16,845.00
Professional development that best aligns to BESt Practice #2: Embedded High Quality RTI Process/Providing High Quality Instruction that supports all students	Lisa P Eutsey	6/5/2018	Benchmark Assessment System Training	$16,845.00

School Improvement Plan (SIP)

School Name Hollywood Hills ES (0111)

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
Recordx 0111	Wednesday	2nd4th	9/20/2017 - 2/8/2018	2:20 PM - 3:00 PM	K, 1, 2, 3, 4, 5
PLC 5 0111	Thursday	2nd5th	9/14/2017 - 4/12/2018	2:20 PM - 3:00 PM	5
PLC 4 0111	Thursday	2nd	9/7/2017 - 4/19/2018	2:20 PM - 3:00 PM	4
PLC 3 0111	Wednesday	3rd	8/20/2017 - 4/18/2018	2:20 PM - 3:00 PM	3
ELA 2 0111	Wednesday	2nd	9/13/2017 - 4/25/2018	2:20 PM - 3:00 PM	2
ELA 1 0111	Tuesday	3rd	9/19/2017 - 4/18/2018	2:20 PM - 3:00 PM	1
ELA K 0111	Tuesday	1st	9/12/2017 - 4/25/2018	2:15 PM - 3:00 PM	K

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	131	9.90	2.30		15.50	2.30
1	141	10.60	2.10		9.70	2.10
2	131	12.20	0.80		7.50	0.80
3	152	6.60	1.30		21.40	3.30
4	129	7.80			8.10	1.60
5	87	12.60	1.10		29.30	5.70

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

Our school uses the Multi-Tiered System of Support to provide high quality instruction to all students (Tier 1). For those students who do not meet proficiency on grade level standards, the Collaborative Problem Solving Team uses a problem solving approach to plan interventions and monitor progress. Students are moved to Tier 2 or Tier 3 for more intensive support depending on their individual needs. These supports include small group instruction with a research based intervention. Students are monitored through the use of varied assessments. Student data is collected and shared at an RTI (Response to Intervention) meeting which meets approximately every six to eight weeks for each child. Using the problem solving approach, the team decides the next steps for the student, including continuing the intervention or adjusting it to better meet the child's needs.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday Wednesday Thursday	1st, 2nd, 3rd, 4th	9/5/2017 - 4/26/2018	2:20 PM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	2.67
Governance and Leadership	2.83
Teaching and Assessing for Learning	3.42

Resources and Support Systems	3.43
Using Results for Continuous Improvement	3.4
Explain the activities in which your school will participate to increase your overall rating. Include specific details. The year we will focus on providing a clear purpose and direction for the school. This year we will focus on communicating a purpose and direction that commits to high expectations of learning and shared values and beliefs about teaching and learning.	

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
SACMin10-23-2017.docx	October	SAC ByLaws	11/4/2017
Composition-report.pdf	October	None	11/3/2017
SAC-signin10232017.pdf	October	None	11/3/2017
SAF-bylaws-2017.docx	October	SAF ByLaws	10/24/2017
SAC-bylaws-2017.html	October	SAC ByLaws	10/24/2017

File Name	Meeting Month	Document Type	Uploaded Date
SACagenda102317.docx	October	SAC ByLaws	10/23/2017
Annual-Schedule.docx	October	None	10/20/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
6	423	62 of 133	-423	60	120

Goals

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

The school ensures classroom instruction is aligned to grade-level Florida Standards by adminstrators conducting classroom observations and providing feedback to teachers. The Principal also attends all grade level PLC meetings. Administrators collect lesson plans to ensure grade-level Florida Standards are being addressed and implemented. All grade levels have team meetings to discuss the standards and collaborate on best practices. Staff attends district approved professional development courses to learn new teaching strategies that address the Florida Standards.

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

The school media center provides students and teachers access to a variety of informational texts to check out and read at home. The school also subscribes to books online which include informational texts. The reading resource room also offers a variety of informational texts that are used in reading instruction. The school subscribes to Time for Kids or National Geographic for Kids, depending on the grade level, to ensure students at every grade level have access to current events. Teachers have students utilize resources available through SSO and communicate procedures to access these resources 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?

The school will focus on improving student achievement in three areas. These areas include the following: science and reading and math gains for the lowest 25th percentile. These areas were chosen because students performed significantly below compared to the corresponding scores of others in the SES band. Students in the lowest 25th percentile did not make adequate gains compared to counterparts who were not in the lowest 25th percentile.

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 RTI process will be scaled-up to provide earlier identification of students and adaquete implementation of interventions at Tier 2 and Tier 3 levels. In addition, the school will ensure that both teachers and parents are aware of the procedures of the RTI process.

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

The Literacy Coach, Mrs. Kraus, will provide professional development training for teachers on how to access information in BASIS. She will also provide handouts for teachers including summarizing directions to access resources. She will provide RTI pamphlets for parents to provide them with information about the process.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
An informational pamphlet was created to be sent home to parents of children who were submitted into MTSS.	Collaborative Problem Solving Team	8/21/2017	None	None
Small group professional development presentation about accessing BASIS information.	Literacy coach and grade chairs	10/20/2017	Powerpoint presentation	none

School Improvement Plan (SIP)

School Name Liberty ES (3821)

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
Curriculum Chats	Tuesday	2nd4th	8/15/2017 - 5/15/2018	7:40 AM - 8:20 AM	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	150	20.70	6.00		38.50	4.50
1	157	22.90	2.50		24.40	5.70
2	179	12.30	3.40		21.70	4.50
3	169	14.20	3.00		26.40	7.10
4	176	18.20	6.30		36.40	11.90
5	182	12.60	2.20		35.90	4.90

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

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

BiWeekly grade level curriculum chats
Data chats- monthly, quarterly
RTI- weekly
Ongoing professional development
Intervention programs utilized in ELA are Fundations, Literacy Toolkit, Write-in Reader, LLI, Journey's Skills and Strategies lessons, Road to Reading, Super QAR, double and triple dose small group instruction, differentiated centers, i-Ready, GIZMO's ELO tutoring (Extended Learning Opportunity).
Intervention programs utilized in Math are Go Math Reteach, Strategic and Intensive Interventions, Soar to Success, iTools, Think Central, Grab-N-Go Kits, Reflex, iReady, Mountain Math, CPALMS, Manipulatives, and ELO tutoring.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/5/2017 - 5/29/2018	8:00 AM - 12:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	3.0
Governance and Leadership	3.5
Teaching and Assessing for Learning	3.0
Resources and Support Systems	3.29
Using Results for Continuous Improvement	3.20

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

The school will continue to create activities such as FSA Curriculum Nights, STEM Exhibition nights, Book Fairs, Honor Roll Ceremonies, Perfect Attendence Celebrations, Family Nights (McDonalds/CiCi's Pizza/ Brunswick Bowling) and PTA events such as Harvest Fest, Ice Cream socials, etc. in order to continue working towards increasing parental involvement and support.

Leadership will continue providing monthly professional development/walkthroughs/feedback in order to improve instructional practices. Walkthroughs will be more specific and focus centered.   Instructional coaches will work closely with classroom teachers to ensure Florida Standards

Opportunities for more stakeholders to be involved in the school's mission will be created through increased

membership and participation in SAC meetings, parent nights, and conferencing. Stakeholders will also be given the opportunity to sign up for a Remind text messaging phone application which is another communication tool.

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-Board-Composition-2017-18-Scanned-Copy.pdf	October	None	10/26/2017
SAC-meeting-dates-Scanned-copy.pdf	September	None	10/20/2017
October-Minutes-Agenda-Sign-in.pdf	October	A+ Funds	10/20/2017
September-Minutes-Agenda-Sign-in.pdf	September	A+ Funds	10/20/2017
SAF-bylaws-scanned-version.pdf	October	SAF ByLaws	10/20/2017
SAC-Bylaws-scanned-version.pdf	September	SAC ByLaws	10/20/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	348	123 of 205	-348	75	150

Goals

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

Each grade level has an Instructional Focus Calendar that aligns directly to the Florida Standards. The FL standards are the curriculum. Students experience cycles of assessing, reteaching, and reassessing each standard to maximize standard proficiency. Standards instruction is monitored biweekly in the form of curriculum chats that are attended by teachers, coaches, and administration.
Classroom teachers conduct frequent progress monitoring checks to determine the effectiveness of Tier 1, 2 and 3 instruction. Student assessment data is reviewed with coaches and administration on a monthly basis.

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 text through a variety of leveled text in their classroom libraries. Students receive additional access to informational text across all content areas through teacher utilization of the leveled book resource room. Integrated learning systems such as i Ready and GIZMO's afford students the opportunity to be exposed 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?

*By June 2018, the percent of students proficient in math will increase from 55% to 60%
*By June 2018, the percent of students proficient in reading will increase from 48% to 53%
*By June 2018, the percent of students proficient in science will increase from 40% to 45%
Achieving these percentages in the content areas will greatly assist the school towards increasing it's school grade to that of a "B"

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?

*Increased alignment of instructional content to the Florida Standards
*Increased STEM Magnet grant implementation
*RTI & Tier l-ll-lll interventions
*Curriculum Chat Focu

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

*Additional oppoutunities for instructional staff/leadership to unwrap standards
*Continuous professional development on STEM curriculum
*Expanded implementation of Core Connection

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Enhance reading/writing instruction	Administration and Instructional Coaches	1/9/2018	iReady Teacher led instruction	
Writing Instruction	Administration, Reading Coach	2/27/2018	Core Connections	$3,000.00

School Improvement Plan (SIP)

School Name   Margate ES (1161)

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
Lesson Study Review/Data Analysis	Thursday	1st2nd3rd4th5th	9/5/2017 - 6/7/2018	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)

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	165	17.60	1.80		16.90	3.00
1	165	13.30	0.60		21.90	3.00
2	158	14.60			23.80	2.50
3	169	14.80	1.80		27.30	4.10
4	199	13.10	0.50		34.00	3.50
5	186	18.80	1.60		38.80	8.60

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

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

1) We collect formative assessment data as well as a weekly I-Ready report.
2) We use the core textbooks as a resource: Journeys, Go Math and Science. The standards drive our instruction. Teachers use leveled materials for reading in small guided reading groups. The Guided Leveled readers as well as the Nonfiction Guided Cards are used in small groups. The leveled Social Studies materials are used. We use Leveled Literacy Intervention as our primary intervention. We also use other research based intervention programs such as: Phonics for Reading, Fundations, Dr. Haggerty's, Seeing Stars, Quick Reads, Moving with Math and the I-ready Lesson plans.
3) We have target our lowest 25th percentile and identified them in a "visual" pocket chart hanging in our data room. These students will be monitored closely to see if they are moving towards learning gains. Students will receive a color code. Once they move to the next level, their color will change.
4) Margate Elementary is a School for All. We teach each child as an individual. We have students monitoring their own progress with their SWAG (Students With Academic Goals) folder. Teachers have weekly conversations with the students regarding their learning and progress towards their goals. Administration and support staff have quarterly SWAG conversations with students and the academic success. This year we are implementing an Response to Intervention half hour. Students in grades 1st-5th will spend 20 minutes in "Turbo Time" groups. Students are grouped according to their levels. Our students above level will be participating in STEM/ enrichment lessons/activities. Students meeting criteria will continue to have lessons and instruction geared to pushing them to become more proficient. Then our most at risk students are meeting with other support staff to receive intensive remediation at their level.
   Any students that are not progressing to the district goals are identified and brought to the Collaborative Problem Solving Team. At this time, interventions are discussed and closely monitored. The team reconvenes after 6 weeks and discusses wether the student is progressing towards the goal with the interventions being

implemented. If the response is postive the team decides to continue with interventions as designed. If the response is questionable, the team then decides next steps. This follows the county's MTSS plan.

   In addition, we have Professional Learning Communities centered around the Universal Design for Learning principles. Teachers have read articles from the CAST website.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	9/20/2017 - 5/31/2018	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	3.2
Teaching and Assessing for Learning	3.2
Resources and Support Systems	3.3

Using Results for Continuous Improvement	3.0

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

The school's Leadership Team will work diligently on visiting each of the accreditation standards and discuss action steps to improve each of the standard's overall rating. Modifications to the school's process will take place as needed to demonstrate increased proficiency on the standards.

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
SACComposition-Report.pdf	October	None	10/23/2017
SAC-sign-inOCTOBER.pdf	October	Monitored	10/13/2017
SAC.Minutes.2017.October.pdf	October	Monitored	10/13/2017
SAC-October-10,-2017.pdf	October	Monitored	10/13/2017
sacseptembersignin.pdf	October	SAC ByLaws	10/2/2017
SAF-Bylaw-Margate-Elemenyary2017.pdf	September	SAF ByLaws	9/6/2017
SAF-September-5,-2017.pdf	September	SAF ByLaws	9/6/2017

File Name	Meeting Month	Document Type	Uploaded Date
1161_ByLaws_10_01_2017.pdf	September	SAC ByLaws	9/6/2017
SAC.Minutes.2017.September.pdf	September	SAC ByLaws	9/6/2017
SAC-September-5,-2017.pdf	September	SAC ByLaws	9/6/2017

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	373	120 of 208	1	89	177

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?

Through the Unwrapping of the grade level standards, teachers create and align their lesson plans using the standards. Lesson plans will be checked quarterly and must be made available to administration at any time. Through Data analysis, teachers/administration/support staff analyze the effectiveness of teaching and learning.

If needed, remediation and enrichment will be given during the RTI half hour at the end of each instructional day.

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 can access our Leveled Bookroom, "Literacy Leaps". In this bookroom, there are instructional texts found at each level. The county has also supplied the school with Social Studies guided texts at each reading level. Teachers in the intermediate grades have access to NEWSELA, which contains informational texts at different lexile levels.

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?

In 2017-2018, our school will be focusing on the achievement of our students in the area of literacy through the use of the Benchmark Assessment System to guide our small group Guided Reading instruction. Our school has demonstrated a continual increase in sucess in mathematics. However, we plan to target our lowest 25% in math. Our most recent FSA data indicates that we have scored signifigantly below the achievement for our students in regards to literacy. We did see our Science scores fall 10 points after a gain of 10 points the previous year. We want to see improvement in the area of Science.

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 current best practice being scaled up is the continuation of weekly grade level PLC's centered around unwrapping the standards, planning instructional units/lessons and sharing best practices amongst team members, administration and the curriculum team. We are also having a whole school RTI time focused on providing enriching and remediating our students. Teams will be going though Lesson Study and Data Team Reviews throughout the year.

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

The Best Practice will be scaled up through the weekly PLC grade level meeting where we will analyze data.   Then we will conduct lesson study reviews to improv

instructional practices. Teachers will also be analyzing the BAS and using the Literacy Continuum to create individual teaching targets for the students. 2 of the PLC's will take place with administration and support staff. The 3rd meeting will take place with the grade level team members.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Balanced utilization of literature and informational text in small guided reading groups and in classroom libraries.	Patricia Moore, Literacy Coach	6/7/2018	PLC	
All students will have an individual SWAG folders (Students with Academic Goals) based on their visible learning.	Thomas Schroeder, Principal	6/7/2018		
Students in Grades 3-5 have one to one laptops. Teachers have all been Canvas trained.	Thomas Schroeder, Vicki Flournoy	6/7/2018	Canvas	
All students in grades K-5 will utilize an electronic reading program to aid in their reading development. Our primary students will utilize Smarty Ants and Intermediate students will utilize Achieve 3000 and I-Ready.	Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/7/2018		
Implement a Response to Intervention time within the school day to enrich and remediate students based on their academic need.	Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/7/2018		
Grade level intervention based program for struggling students through utilization of resource personnel and the research-based program LLI by Fountas and Pinnellas.	Patricia Moore, Literacy COach	6/7/2018	PLC refresher in PLC	
Grade-level science kits developed by team members for collaboration and sharing.	Team Leaders	6/7/2018		
Incorporate Lucy Calkins Writing for the core instruction into content areas.	Patricia Moore, Literacy COach	6/7/2018	PLC training by Literacy Coach	
Monthly assessment meetings to analyze monthly assessments in ELA, Mathematics, Science and Writing. Data teams will generate interventions, trends and action steps to increase student achievement results for goal attainment.	Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/7/2018	PLC	

Strategies	Persons responsible	Deadline	Professional Development	Budget
Professional learning communities to collaboratively plan interdisciplinary units of instruction based of the Florida State Standards.	Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/7/2018		
Providing differentiated instruction through the utilization of small group math instruction and the implementation of math centers.	Shannon Mills, Math Coach	6/7/2018	Math trainings provided by the district	$0.00
Provide rigorous learning goals and performance scales through the implementation of standards based instruction.	Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/7/2018	PLC refresher in PLC and working together as a team to create the learning goals and scales.	$0.00
Providing differentiated instruction through utilization of our Guided Reading Resource room through the management system of Daily Five and CAFE.	Patricia Moore, Literacy COach	6/7/2018	PLC training by Literacy Coach	$0.00
Utilization of daily formative assessments to drive instruction withe emphasis on students reflection on learning and goal attainment.	Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/7/2018		$0.00

School Improvement Plan (SIP)

School Name   Morrow ES (2691)

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
Using Assessment to Drive Instructional Decisions	Tuesday	2nd4th	9/5/2017 - 5/15/2018	2:10 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	75	10.70	4.00		48.30	6.70
1	65	10.80	1.50		45.50	7.70
2	62	14.50	12.90		25.00	9.70
3	60	10.00	1.70		51.70	6.70
4	68	11.80	4.40		38.50	7.40
5	58	17.20	1.70		46.30	5.20

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

i-Ready Reading and Math: Designed to provide teacher based instruction and technology based support in all areas of reading and mathematics.
Fundations: Designed for students needing intensive phonics or phonemic awareness intervention. Utilized in K-1st Grade
Road to the Code: Designed for K and 1st Grade students who need intensive phonics..
Leveled Literacy Intervention (LLI): Designed to focus on all areas of reading for 1st through 5th grade at a Tier 2 level. Utilized in 1st -5th grade.
Write in Reader: Designed to focus on all areas of reading for 1st- 5th grade at a Tier 2 level. Utilized in 1st -5th grade primarily for students needing reading comprehension or fluency intervention.
Toolkit: Designed to focus on all areas of reading in 1st through 5th grade at a Tier 3 level.
Phonics for Reading: Designed to improve Phonics skills. Utilized in 2nd- 5th Grade.
Rewards : Designed to improve Phonics and Fluency skills. Utilized in 4th-5th Grade.
Elements of Vocabulary: Designed to improve Vocabulary Skills. Utilized in grades 2nd - 5th.
Wordly Wise: Designed to Improve Vocabulary Skills . Utilized in grades 4th-5th.
Great Leaps: Designed to provide fluency and comprehension intervention. Utilized by 3rd through 5th grade.
Targeted Graphic Organizers
Reflex Math: Computer based program designed to improve Math Fluency Skills. Utilized in 2nd- 5th grade.
Moving with Math: Designed to improve all areas of Mathematics . Utilized in 1st- 5th grade.
Touch Math: Designed to improve all areas of mathematics. Utilized in Kindergarten
Everyday Calendar Math enriches and reinforces everyday math practices. Utilized in K- 2nd grade.
Math Manipulatives

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th	8/28/2017 - 6/4/2018	8:00 AM - 2:00 PM
Monday	1st, 2nd, 3rd, 4th, 5th	9/18/2017 - 6/4/2018	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	3.33
Governance and Leadership	3.5
Teaching and Assessing for Learning	3.17
Resources and Support Systems	2.86

Using Results for Continuous Improvement	3.2

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

 In order to improve and sustain strengths, Morrow will establish a quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals. In addition, staff will participated in professional learning communities relating to data driven planning and instruction.
The school will also make deliberate attempts to utilize assessments that are proven reliable and bias free and train all teachers and support staff in the evaluation, interpretation, and use of data.

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_Minutes_9_26_17.pdf	November	A+ Funds	11/5/2017
SAC_SAF-Minutes_10_10_17-.pdf	October	A+ Funds	11/5/2017
SAC_SAF_Sign-in_10_10_17.pdf	October	A+ Funds	11/3/2017
SAC_SAF_Sign-in_9_26_17.pdf	November	A+ Funds	11/3/2017
SAC_SAF-Agenda-10_10_17-(1).pdf	October	A+ Funds	11/3/2017
SAC_Agenda_92617.pdf	November	A+ Funds	11/3/2017

File Name	Meeting Month	Document Type	Uploaded Date
Committee-Membership---Morrow.pdf	November	Developed	11/3/2017
SAF_Meeting_Dates.docx	October	Developed	10/20/2017
SAC_ByLaws.docx	September	ByLaws	10/20/2017
AdvanceEDSelf_Assessment.pdf	October	Developed	10/19/2017
SAF-Bylaws.docx	October	SAF ByLaws	10/19/2017
SAC_Meeting_Dates.docx	September	Developed	10/19/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
2	316	111 of 138	1	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?

Each grade level team created instructional focus calendars based on the Florida Standards. The teams aligned all instructionl activities and assessments with the Florida Standards. The Literacy Coach, Math Coach, Principal, Assistant Principal, Team Leaders and Teachers collaborate during PLCs to ensure adequate rigor is implemented during instructional delivery. Teachers share student work samples as evidence of instruction at the appropriate grade level standard. Additionally the Literacy Coach & Math Coach push in during the appropriate inctructional blocks to support and provide feedack to teachers during instruction. Adjustments are made to the pacing and assessment cycles based on the CARE cycle. Teachers share student progress during quarterly data chats with administration.

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 complete iReady activities that expose them to informational text. Additionally students utlize MyON, NEWSELA and guided reading texts.

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 SES Band Data, our school will focus on reading proficiency and reading gains with the intent of improving student achievement on the ELA FSA. This area was chosen because our students' performance was below the mode data in the band.

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

Best Practice #1, a focused and authentic PLC, will be scaled-up. This will enable our teachers to use student achievement data to drive instructional practice and to monitor the effectiveness of their instructional strategies. Specifically, we will be utilizing the BAS data and monthly common formative assessment data, to determine appropriate reading interventions and to monitor that the intervention determine is helping to make the appropriate progress for all students.

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

The PLC's will be scaled up in the following ways:
Meetings will be held in a common location to ensure access to coaching and mentoring from experienced facilitators.
BAS data will be used as a means of ensuring there is a school-wide formative assessment piece to monitor.
School City will be used as a monthly common formative assessment tool to ensure consistency in scoring.
Coaches will be available to all learning communities to ensure research-based instructional strategies are being used correctly.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
A calendar will be developed for all PLC and Team Meetings ensuring that all teachers particpate at their grade levels. Facilitators will be chosen for each grade level. In addition, SMART goals will be created based on student data for eachgreade level. Teachers will be given weekly opportunities to discuss and further their understanding of standards and alignment to instructional practices.	Laurel Crowle, Angine Tyghter, Tamilla Eldridge-Mason	8/14/2017	Coaching of PLC Facilitators as needed by the Inservice Facilitator	
Professional Learning Communities (PLCs) will be held using an agreed upon protocol that ensures that all aspects of the PLC CARE Cycle are followed.	Tamilla Eldridge-Mason, PLC Facilitators	10/9/2017		
Online data tracking system will be put to use by all teachers in order to monitor student growth of taught standards and discussed during PLC. Teachers will use the CARE model to analyze what is working, what needs reteaching and what are the areas for enrichment.	Laurel Crowle, Angine Tyghter, Tamilla Eldridge-Mason, PLC Facilitators, Jean Vilus		School City Professional Development	
Bi-monthly PLCs will be implemented to discuss student data and progress, review research based instructional strategies and share best practices.	Laurel Crowle, Angine Tyghter, Tamilla Eldridge-Mason, PLC Facilitators	10/9/2017	Professional Development on Instructional Programs as needed.	
Students will receive Standards-based instruction utilizing Language Arts Florida Standards (LAFS), intervention materials, guided reading lessons in small groups aligned to MTSS	Laurel Crowle, Angine Tyghter, Tamilla Eldridge-Mason, Classroom Teachers	9/24/2017	Professional Development of Guided Reading and LAFS standards as needed.	

Strategies	Persons responsible	Deadline	Professional Development	Budget
Implementation of Leveled Guided Reading instruction to be used during small group instruction. Flexible groups will be adjusted and instructional strategies altered based on consistent progress monitoring data.	Laurel Crowle, Angine Tyghter, Tamilla Eldridge-Mason, PLC Facilitators	10/2/2017	Professional Development on utilizing data to drive instruction as needed.	
Previous Data will be analyzed to determine the research based interventions that were most effective with students for the areas they were having difficulty in as indicated by BAS results.	Laurel Crowle, Angine Tyghter, Tamilla Eldridge-Mason	9/21/2017		
Students will be given the Benchmark Assessment System (BAS) to determine their initial instructional reading level. Utilizing this data teachers will establish targeted strategies to implement during intervention.	Laurel Crowle, Angine Tyghter, Tamilla Eldridge-Mason	8/21/2017	BAS Training or BAS Refresher	
Students will receive targeted Intervention instruction during established Intervention Block.	Laurel Crowle, Angine Tyghter, Tamilla Eldridge-Mason	10/2/2017	Teachers will receive on-site professional development from i-Ready PD Specialist.	

School Improvement Plan (SIP)

School Name   Oakridge ES (0461)

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
Oakridge PLCs	Thursday	2nd4th	9/28/2017 - 5/17/2018	8:00 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)

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	82	26.80			44.40	4.90
1	85	24.70	1.20		33.80	7.10
2	76	18.40	1.30		20.00	6.60
3	80	12.50	2.50		50.70	6.30
4	79	21.50	2.50		44.80	10.10
5	80	18.80	5.00		45.80	8.80

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

Intervention list/chart

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	8/29/2017 - 5/22/2018	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	3.33
Governance and Leadership	3.0
Teaching and Assessing for Learning	2.75
Resources and Support Systems	3.57
Using Results for Continuous Improvement	2.6
Explain the activities in which your school will participate to increase your overall rating. Include specific details. In order to improve our use of results for continuous improvement we will be carefully monitoring our data to improve our reading and math scores as well as using this data to drive instruction. We are meeting as grade level teams to dissagragate data from summative, formative and interim assessments. We are planning future lessons based upon what was gleamed from the review of the data. PLC's are held bi-monthly and include members of the support staff for additional assistance and resourses. SAC meetings are held once a month to inform and include all stakeholders in decision making.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Committee-Membership-Oakridge.pdf	November	Developed	11/3/2017
0461_signinsheets08171017.pdf	October	Monitored	11/3/2017
0461_signinsheets08171017.pdf	November	Monitored	11/3/2017
Agenda_10252017.docx	October	SAC ByLaws	10/25/2017
SAF-Bylaw-Template-1.docx	October	SAF ByLaws	10/24/2017
2017-18-SAC-SAF-Meetings.docx	October	Monitored	10/24/2017
0461_Minutes_092717.pdf	October	Monitored	10/24/2017
Agenda_092717-(Autosaved).docx	October	Monitored	10/24/2017
0461_Minutes_083017-(1).pdf	October	Monitored	10/24/2017
Agenda_083017.docx	October	Monitored	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
2	317	110 of 138	-317	103	205

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 have collaborated to develop standards-based Instructional Focus Calendars. Student data is monitroed through PLCs and MTSS using BAS,iReady stadards mastery and student work. Administration and support staff conduct evaluative and non-evaluative observations, and provide feedback to instructional staff in an effort to support high quality instruction.

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?

MyOn.com site, Accellerated Reader and iReady are just a few of the programs that give students access to informational text. The Media Specialist provides instruction on research in relation to informational text, utilizing technology such as Recordex and student laptops. We have a 1:1 laptop to student ratio in grades 1-5. Science for US is implemented in grades K-2.

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

The content area we are focusing on for the 2017-2018 school year is English/Language Arts. This is due to dropping 8% points in our proficiency rating for grades 3-5.

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?

Our Tier 1 strategies within the classrooms will be scaled up in order to strengthen our core of instruction. We will focus on making these strategies consistent throughout the grade levels.

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

Tier 1 practices will be scaled up by:

- creating instructional focus calendars based on standards
- analyzing student work in PLCs to ensure that entire standards are being taught to mastery
- using data to drive instruction and to plan future lessons and activities
- Top Score Writing and LLI will be used as supplemental instruction during the daily extended hour
- use iReady standards mastery to monitor students' weaknesses and implement appropriate interventions

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Teachers use Ready Books with students to deepen their understanding of ELA standards.	Gr. 3-5 Teachers, Literacy Coach	6/1/2018	n/a	$10,082.00
Teachers use Ready Books with students to deepen their understanding of ELA standards.				

School Improvement Plan (SIP)

School Name Parkside ES (3631)

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
Fifth Grade Team PLC	Tuesday	2nd4th	8/29/2017 - 5/29/2018	2:00 PM - 3:00 PM	5
Fourth Grade Team PLC	Tuesday	2nd4th	8/29/2017 - 5/29/2018	2:00 PM - 3:00 PM	4
Third Grade Team PLC	Tuesday	2nd4th	8/29/2017 - 5/29/2018	2:00 PM - 3:00 PM	3
Second Grade Team PLC	Tuesday	2nd4th	8/29/2017 - 5/29/2018	2:00 PM - 3:00 PM	2
First Grade Team PLC	Tuesday	2nd4th	8/29/2017 - 5/29/2018	2:00 PM - 3:00 PM	1
Kindergarten Team PLC	Tuesday	2nd4th	8/29/2017 - 5/29/2018	2:00 PM - 3:00 PM	K

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	143	23.10			26.50	10.50
1	148	13.50	0.70		16.10	1.40
2	139	8.60	1.40		23.80	2.90
3	133	9.80	2.30		25.40	4.50
4	136	16.20	1.50		37.50	7.40
5	148	8.80	2.00		20.30	2.00

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

We utilize our Struggling Reader and Struggling Math charts to identify intervention programs to put in place for students identified for Tier 2 and Tier 3 interventions. The RtI team meets twice a month to discuss intervention strategies for students in need of support based on data collected by the teacher. Intervention programs include but are not limited to Phonics for Reading, Literacy Learning Intervention (LLI), Soar to Success, i-Ready, and Road to the Code.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd	8/30/2017 - 4/4/2018	8:15 AM - 12:15 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	3.0
Governance and Leadership	2.83
Teaching and Assessing for Learning	2.92
Resources and Support Systems	2.71
Using Results for Continuous Improvement	2.6

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

Professional learning communities, frequent communication with all stakeholders, extended learning opportunities for students, increased collaboration with district support staff, and targeted support for struggling students

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
3631_ASSISTSelfAssessment_10192017.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
3631_SACSAFSignIn_11022017.pdf	November	Monitored	11/3/2017
3631_SACSAFAgenda_11022017.pdf	November	Monitored	11/3/2017
3631_SACMinutes_10052017.pdf	October	Developed	11/3/2017
3631_SACSAFMinutes_08312017.pdf	August	Developed	10/20/2017
3631_SACSignIn_08312017.pdf	August	Developed	10/20/2017

File Name	Meeting Month	Document Type	Uploaded Date
3631_SACSignIn_10052017.pdf	October	Developed	10/20/2017
3631_SACSAFAgenda_08312017.pdf	August	Developed	10/20/2017
3631_Meeting-Dates_08242017.pdf	August	None	10/20/2017
3631_SACSAFAgenda_10052017.pdf	October	Developed	10/20/2017
3631_SACMinutes_05042017.pdf	May	Monitored	10/20/2017
3631_Bylaws_10052017.pdf	October	SAC ByLaws	10/20/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	409	67 of 208	-409	71	141

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 PLCs focus on standards based instruction and iReady Standards Mastery assessment is used to measure student progress on each standard. BAS is also used to identify students in need of intervention or acceleration.

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?

Parkside maintains a book room where teachers have access to a variety of texts, including non-fiction. Teachers also utilize resources such as our new social studies classroom libraries, our media center, and other online resources to offer student a wide variety of reading choices. In addition, science and social studies are typically integrated into our literacy block to ensure that content area texts are utilized to identify unique text features of non-fiction texts and reinforce science and social studies concepts with greater depth and frequency.

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

Our focus for student improvement will be Literacy based on FSA results. We will continue to target our lowest 30% by monitoring with iReady and BAS and providing interventions based on individual needs.

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?

More focused PLC's for teachers to implement standards-based instruction. BAS assessments are administered schoolwide to provide quality literacy data. This data will be discussed at the PLC's to improve Tier 1 instruction at all grade levels. This year we are focused on Tier 1 strategies in reading in order to identify those students who are struggling earlier so that all students get the support that they need.

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

All teachers will identify struggling students very early in the year and target interventions for them. The RtI team will monitor their progress and assist in implementing those interventions. Teachers will document interventions using BASIS and consult with the RtI team when providing Tier 2 or 3 interventions.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Enter students into BASIS as soon as issue is identified	Laneia Hall	4/4/2018	RtI team will work with staff to ensure they know BASIS and graphing of student data.	$0.00
Identify lowest 30% and target interventions	Laneia Hall, Lakay Wilkerson, Richelle Gordon	5/31/2018		$0.00
Analyze student results with specific standards and target interventions	Laneia Hall	5/31/2018	All PLCs focused on standards based instruction.	$0.00

School Improvement Plan (SIP)

School Name   Quiet Waters ES (3121)

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/Balanced Literacy	Tuesday Wednesday Thursday	1st2nd3rd4th	9/5/2017 - 5/10/2018	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)

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	193	16.90			16.70	2.50
1	194	17.50			28.40	6.20
2	213	16.40	1.40		16.50	3.30
3	220	16.80	0.90		26.60	5.50
4	246	16.70	1.60		31.90	6.10
5	242	17.40	2.10		42.00	8.70

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

Quiet Waters Elementary School has a comprehensive Response to Intervention (RtI) program. The RtI team is comprised of the classroom teacher, school administrators, the RtI coordinator, the school psychologist, the guidance counselor, the literacy coach, the ELL coordinator, parent(s) and several other support personnel. This team meets on a weekly basis to address the needs of struggling students.

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

- Academic pull out groups focusing on the specific needs of students
- Implementation & utilization of Leveled Literacy Intervention (LLI) in primary classrooms
- Implementation & utilization of Dr. Heggerty's Phonemic Awareness program in primary classrooms
- Individual behavior plans that monitor and correct specific student behaviors
- Technology programs that compliment curriculum and provide individual learning paths for students
- Classroom teachers, school administrators, and support staff regularly monitor the attendance patterns of students; providing support/resources to families that struggle with consistent school attendance
- School personnel communicate with parents on a regular basis sharing current strengths and weaknesses of students
- ELL and ESE programs are well-developed and monitored to ensure use of accommodations and modifications to meet student needs

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	4th	9/28/2017 - 5/31/2018	8:00 AM - 1:30 PM
Wednesday	1st, 2nd, 3rd, 4th	9/6/2017 - 5/30/2018	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
Governance and Leadership	3.83
Teaching and Assessing for Learning	3.17
Resources and Support Systems	4
Using Results for Continuous Improvement	3.6

> **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
3121_SelfAssessment.pdf	October	None	10/18/2017
3121_10162017_MeetingDocuments.pdf	October	Monitored	10/18/2017
3121_SACCompositionReport.pdf	October	None	10/18/2017
3121_SAFBYLAWS.pdf	October	SAF ByLaws	10/16/2017
3121_SACByLaws_2017-2018.pdf	October	SAC ByLaws	10/16/2017
3121_09252017_MeetingDocuments.pdf	October	Developed	10/10/2017
SAC_SAF-Meeting-Dates.pdf	October	None	10/9/2017
3121_08282017_MeetingDocuments.pdf	August	Monitored	8/28/2017

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	354	110 of 131	3	120	239

Goals

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

Each grade-level has developed an instructional focus calendar that addresses all core curriculum areas with standards clearly identified to match classroom instruction. These focus calendars also relate to the district-provided scope and sequence. School administrators and leadership team members monitor classroom lesson plans, daily instruction, and provide feedback to support teachers. Our professional learning communities focus on developing teacher understanding of grade-level standards and provide collaboration opportunities for teachers to plan rigorous instruction to meet the needs of their diverse learners.

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

The students at Quiet Waters Elementary School have easy access to informational text. Students have daily access to both print and digital resources through our media center, classroom libraries, and Resource Room. Each classroom has been provided with leveled readers that support our Social Studies curriculum. Students in grades 4 & 5 utilize DBQ resources and NEWSELA that provide practice opportunities with informational text. Our Reading Oasis room which was a gift from local community partners also has informational text for students to use.

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?

Data gathered from the Spring 2017 FSA showed that 52% of students in grades 3-5 scored at or above a Level 3 on the English Language Arts (ELA) assessment. Based on these results, the academic focus will be to increase the percentage of students scoring at or above a level 3 on the Spring 2018 ELA FSA to 57%.

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 continue to provide a comprehensive RtI program to meet the needs of all students
- To increase rigor and complexity of classroom instruction and utilize progress monitoring data to drive instruction
- To implement balanced literacy to fidelity
- To continue to analyze and interpret student data to drive instruction

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

- The monitoring and utilization of student data to monitor student mastery of standards to drive PLCs and classroom instruction
- Increasing complexity in classrooms and how deeply students interact and apply content (DOK).
- Providing opportunities for authentic collaboration to occur among instructional staff.
- To develop an understanding of balanced literacy and how to successfully implement small group instruction based on student need

Please complete this section based on 2017-2018 end-of-year results.
Instructional Implications: Discuss the success of specific strategies/activities and provide a rationale as to why those academic improvements occurred as a result of those strategies.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Increase teacher knowledge of components of Balanced Literacy & support the implementation of these components into daily classroom instruction	School Administration, Literacy Coach, Team Leaders, Classroom Teachers	6/6/2018		
Review, practice, and monitor the implementation of the Core Reading, Supplemental Intervention, and Comprehensive Intervention programs to fidelity.	School Administration, Literacy Coach, Team Leaders	6/6/2018		
Provide extended learning opportunities (January - March) for struggling students and ELL students	Leadership Team, Classroom Teachers, ELL Coordinator, Literacy Coach	6/6/2018		
Provide collaborative planning time for grade level teams to understand and plan instruction aligned to the LAFS & MAFS using curriculum materials and interdisciplinary units	School Administration, Literacy Coach, Team Leaders	6/6/2018		
Increase teacher knowledge of FSA test specs to increase the utilization of higher level strategies.	School Administration, Literacy Coach, Team Leaders	6/6/2018		
Implement higher level math strategies and provide opportunities for students to master fluency standards	School Administration, Leadership Team, Classroom Teachers	6/6/2018		
Analyze student data and to determine individual student strengths and needs and tailoring classroom instruction to meet those needs through the implementation of the CARE cycle	School Administration, Leadership Team, Classroom Teachers	6/6/2018		
All students will receive small group differentiated instruction to meet their individual needs.	School Administration, Literacy Coach, Classroom Teachers	6/6/2018		

School Improvement Plan (SIP)

School Name   Tradewinds ES (3481)

School Year   2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
CARE PLC	Wednesday	1st2nd3rd	8/23/2017 - 6/6/2018	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	183				24.40	4.90
1	211	12.80	1.40		29.30	1.90
2	219	11.40	1.40		31.90	3.70
3	252	11.10	0.40		19.80	2.80
4	231	9.50	0.40		20.60	3.90
5	258	11.20	0.40		19.30	2.70

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

At Tradewinds, students are monitored in reading by the BAS assessment at a minimum of 3 times a year in grades K-3 and struggling students in grades 4-5. Interim reports are another tool that we use to inform parents of their child's progress. In the event a student earns a 2 letter grades below what is reported on the previous report card, then a conference is held with parents and this change is also documented with an interim report. Math progress is monitored by Go Math assessments that correllate to the grade-level standards. Writing progress is monitored by monthly demand writing days, where teachers will evaluate their student writing samples using the state 10-point writring rubric. All of these assessement data points will be kept a data binder and will be used in conversation with support staff during data chats.

Instructional and intervention materials used at our school include those reflected on the struggling reading and math chart, i-Ready, Ready LAFS and MAFS, Go Math, Journeys, and interdisciplinary texts for interactive read alouds and shared reading.

When students are falling below grade level, a PMP will be generated and teachers will begin to implement Tier 1 strategies in BASIS and touch base with a Case Manager on the RTI team. This Case Manger will guide the teacher through implementing proper interventions and progress monitoring tools with fidelity through the RTI process.

Staff will be trained in UDL principles and differentiated instruction for all students as related to fair grading practices for students with disabilities.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	9/7/2017 - 5/31/2018	8:00 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	3.33
Teaching and Assessing for Learning	3.5
Resources and Support Systems	2.86
Using Results for Continuous Improvement	3.2

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

We are continuously working on providing teachers with the resources they need to ensure effective instruction is given to their students. Technology concerns and lack of intervention resources can be a struggle with a school as large as we are. We are working towards making improvements in these areas. We are also working to improve our Tier 1 instruction to meet the needs of our students to decrease the volume of students needing tiered instruction. We are doing this through PLCs and work with instuctional coaches.

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Composition-Report.pdf	October	None	10/24/2017
2017-18-SAC-Dates.docx	October	None	10/24/2017
SAC-ByLaws-2017-18.pdf	October	SAC ByLaws	10/23/2017
SAC-October-Agenda-2017.pdf	October	None	10/23/2017
Oct-Sign-In.pdf	October	None	10/23/2017

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	449	37 of 133	-449	47	94

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?

Teachers spend time planning their curriculum on grade level team release days, where they have the opportunity to unwrap the standards and plan instructional interdisciplinary units around the Florida Standards. Each grade level follows a scope and sequence that they have developed in conjunction with the one provided by the district to ensure that all standards will be taught and addressed throughout the school year. Students complete performance tasks and progress monitoring assessments to ensure that the instruction is aligned to the grade-level standards and that student learning is evident.

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 the resources provided by the core curriculum, teachers are provided with resources in our resource library. Here, teachers can check out nonfiction texts aligned with our progress monitoring assessment (BAS) levels on both science and social studies topics. Also, our media specialist is continuously adding nonfiction resources in our media center for students to access.

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?

In 2017, ELA learning gains increased by 3% from the previous school year. We want to continue to increase by another 3% this year. One way we will focus on this area is to continue to focus in the area of writing across all content areas and working on an instructional focus calendar where students are given school-wide, monthly formative writing assessments. Teachers will use this data to inform furture instruction.
In 2017, our math learning gains increased by 5% from the previous year. We want to increase by 3% this year, with emphasis on Tier 2 and Tier 3 suports for struggling students.

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?

RTI, PLCs, and grade level release days will focus on Tier 1, 2, and 3 instruction so that all students (including those who are struggling) can make learning gains in our target subject areas.

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

An emphasis on intervention groups has been put into place, as we have our STEM teacher giving intervention to groups of students. We are looking closely at our i-Ready data to help differentiate instruction and provide lessons to our students who need additional reinforcement. This year we are arranging for teachers to observe other teachers on campus who are effective or highly effective in a particular subject area to help them in their professional development.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Instructional coaching with identified teachers, RTI, peer-to-peer observation, progress monitoring, PLCs, professional development	Michael Brelsaw, Tracy Gruendel, Sabrina Sheib, Lisa Campolo, Kristen Dorman	6/7/2018	Literacy PLC, Balanced Literacy, Small Group Instruction/Guided Reading	$0; due to new resources provided by the district

School Improvement Plan (SIP)

School Name   Westchester ES (2681)

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
Grades K, 1, 2, 4, 5 Math and Reading; Grade 3 Reading; Grade 5 Reading, Math and Science; Special Area Teachers - Science	Tuesday Thursday	1st2nd3rd4th	10/3/2017 - 5/1/2018	2:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions students	% 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	168	20.80			16.00	6.00
1	190	15.80	0.50		21.00	5.30
2	208	12.50	1.40		18.10	3.80
3	207	14.50	1.40		16.80	4.30
4	233	7.30			12.40	0.40
5	232	13.40	1.30		23.90	4.70

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

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

The Intervention strategies we implement at Westchester are the following:
Tier 1 Differentiated Instructional Strategies
Small guided instruction based on student data and/or teaching targets
Leveled Literacy Instrution (LLI) in grades K - 2 and ESE
Benchmark Assessment System (BAS) to monitor progress.

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	3.3
Governance and Leadership	3.83
Teaching and Assessing for Learning	3.58
Resources and Support Systems	3.57
Using Results for Continuous Improvement	3.6

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

Conduct more parent meetings for the purpose of informing our staeholders of the school's mission and vision and explain it's alignment with the District's vision. We are now a Title I school, so we will make sure that we adhere to the Title I guidelines. In conjunction with the Annual Customer Service Survey, we will conduct surveys after school events to gather feedback.

Offer staff development on data analysis, such as how to use data to drive instruction and understanding student data.

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
2681_SAC_Bylaws_2017-2018.docx	October	SAC ByLaws	10/26/2017
2681_SAC_Composition_2017-18.html	October	None	10/26/2017
2681_SAC_SAFMeetingDates_1718.docx	October	None	10/20/2017
2681_Sign-in_092617.pdf	September	Developed	10/20/2017
2681_Agenda_Minutes_092617.docx	September	Developed	10/20/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
6	426	58 of 133	-426	59	117

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?

Teachers work together and create and follow Instructional Focus Calendars and they also utilize Scope and Sequence Maps. Admistration will continue to observe teachers at least three times per year. Instructional coaches will visit and model in classrooms. Teachers will participate in quarterly data chats with administration and instructional coaches.
BAS, School City and Reading Plus data will be analyzed.

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 school utilizes the following resources:
Reading Plus, Story Works, NewsELA, NatGeo, Time Magazines, Scholastic News

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?

Westchester will focus on improving our Science scores. Our 2016 FSA Science scores showed 56% of the 5th grade students were proficient in Science, however, our scores decreased to 47% in 2017. Our Special area teachers are working to address Science in other content areas and will be participating in Science Professional Learning Communities.

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 continue to use Grade level common assessments and performance tasks. Tier 1 small group instruction in reading and math. Targeted reading and math interventions for all struggling students. Professional Learning Communities will address Science and Literacy.

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

Intermediate grades will participate in School City assessments with questions that mirror expected depths of knowledge questioning of FSA. Students in grades 3 - 5 will also continue using Reading Plus. Students will be assessed using common performance tasks and teachers will collaborate. Teachers will use Instructional Focus Calendars and Scope and Sequence Maps to ensure the necessary standards are covered in a timely manner.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Special Area teachers will participate in Science Professional Learning Communities.	Curriculum Coaches	5/25/2018		$0.00

School Improvement Plan (SIP)

School Name   Winston Park ES (3091)

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-5th	Wednesday	1st3rd	9/20/2017 - 5/16/2018	2:15 PM - 3:00 PM	5
Balanced Literacy-4th	Wednesday	1st3rd	9/20/2017 - 5/16/2018	2:15 PM - 3:00 PM	4
Balanced Literacy-3rd	Wednesday	1st3rd	9/20/2017 - 5/16/2018	2:15 PM - 3:00 PM	3
Balanced Literacy-2nd	Wednesday	1st3rd	9/20/2017 - 5/16/2018	2:15 PM - 3:00 PM	2
Balanced Literacy-K	Wednesday	1st3rd	9/20/2017 - 5/16/2018	2:15 PM - 3:00 PM	Pre K, K
Balanced Literacy-1st	Wednesday	1st3rd	9/20/2017 - 5/16/2018	2:15 PM - 3:00 PM	1

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	186	18.30			14.40	5.90
1	213	14.60	0.90		21.10	6.10
2	203	11.30			10.90	2.50
3	218	9.60	0.50		23.90	3.20
4	213	10.30			19.40	2.80
5	214	18.20			15.00	3.70

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

The school utilizes MTSS/RtI to support the academic improvement of students identified by the early warning system. The Collaborative Problem Solving Team meets every Tuesday to discuss students experiencing academic difficulties. Students identified by the early warning system and the classroom teacher are referred to Response to Intervention. A team consisting of administration, guidance, ESE, coaches, the classroom teacher, and parents meet to discuss the student. If necessary, the team will create Tier 2 interventions and set goals to

monitor student progress. The team will reconvene in 6-8 weeks to look at student progress. If the goals have been met, the team will continue with interventions and create new goals. If the goal has not been met, Tier 3 interventions will be created and monitored. During these meetings, the team also looks at other indicators that may be hindering student progress and collaborate with the school social worker to provide support. This process is continuous and allows the team to monitor the academic performance of students across many different grade and ability levels.

1. What specific school – level progress monitoring data is collected and how often at school level to determine that students are progressing toward the school and district goals? The school uses several progress monitoring toold to determine student levels and how they are progressing toward mastery of school and district goals.
   - Benchmark Assessment System- All students K-3 and Level 1 and 2 students in 4-5. This is collected and analyzed three times per year.
   - Letter Names, Sounds and Concepts of Print- All K students are provided this four times per year.
   - i-Ready Diagnostic- Given to all students K-5 for reading and math. This data is collected and analyzed three times per year.
   - Standards Mastery Assessments- Provided to students in 2-5. The is given after every instructional cycle according to the grade level curriculum map.
   - Keystones- All third grade students are given this eight times per year.
2. What instructional materials including core, supplemental, and intervention programs are used to inform instruction based on students' needs? The school utilizes a variety of programs to meet student needs
   - Journeys
   - Go Math
   - Engage NY
   - Leveled Readers
   - Content Area Readers
   - Leveled Literacy Intervention
   - Super QAR
   - Fundations
   - Phonics for Reading
   - Quick Reads
   - DBQ
   - Journeys Write-In Reader and Toolkit
   - Go Math Intervention
   - Number Worlds
3. How does the school ensure the fidelity of students not progressing towards school and district goals receiving appropriate interventions? See Above Response
4. How does the school ensure that all classroom instruction is accessible to the full range of learners using Universal Design for Learning (UDL) principles? The school utilizes the UDL Frameword and looks at providing multiple means of engagement, multiple means of representation, and multiple means of action and expression. The school uses the UDL Planning Template to ensure that considerations relevant to student learning preferences, possible barriers, and support needs are addressed.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	3.0
Governance and Leadership	3.67
Teaching and Assessing for Learning	3.33
Resources and Support Systems	3.43
Using Results for Continuous Improvement	3.2

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

In order to increase our overall rating in the five different standards, Winston Park Elementary will participate in a variety of activities.

- Consistently engage all stakeholder groups in decision making practiced.
- Create continuous improvement plans that focus on strengthening the school.
- Implement and monitor school improvement goals to ensure academic growth of all students.
- Allocate and obtain resources to meet school improvement goals.
- Align standards to ensure through our PLCs that improved professional practice and student success are linked.
- Formalize collaborative learning communities to ensure processes that promote discussion about student learning, instructional practices, and student performance.
- Ultilize data from evaluations and classroom observations to inform Professional Development, provide recognition, and form mentoring relationships when necessary.
- Streamline MTSS/RTI process to determine the reosurces available to assist all of our students.
- Collect data from a variety of resources that allows teams to make appropriate instructional decisions for 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
SAF-ByLaws-Winston-Park.docx	October	SAF ByLaws	11/3/2017
ByLaws.pdf	October	SAC ByLaws	11/3/2017
SAC-Oct-Sign-In.pdf	October	Monitored	11/3/2017
SAC-Sept-Sign-In.pdf	November	Monitored	11/3/2017
SAC-Composition-Report.pdf	October	SAC ByLaws	11/3/2017
SAC-9-26-17-Meeting-Minutes.docx	September	Developed	10/25/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAC_10-17-17-Meeting-Minutes.docx	October	Monitored	10/25/2017
SAC-agenda-october-2017.docx	October	Monitored	10/25/2017
SAC-Agenda-September-2017AB.docx	September	Developed	10/25/2017
SAC-Agenda-September-2017-PTA-Agenda-meeting.docx	August	Monitored	10/25/2017
SAC-SAF-Schedule.doc	October	None	10/18/2017

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	465	25 of 133	5	39	78

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?

Winston Park has developed curriculum maps to safeguard the provision of grade-level alignment to the Florida Standards. A pacing chart has been implemented to ensure an adequate instructional pace. Moreover, our school has instituted a model of continuous progress monitoring. Winston Park utilizes i-Ready standards mastery assessments which are administered after each instructional cycle. Additionally, the Benchmark Assessment system is administered to document student reading behaviors. Kindergarten students are assessed on letter names, sounds and concepts of print. The data is collected and analyzed through PLCs, data chats and at the administrative level. The data collected from formative assessments is utilized to effectively address the needs of our diverse learners.

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 school provides all students with weekly access to the Time for Kids Magazine. Teachers have access to a variety of informational text that aligns to the Florida State Standards. Furthermore, the Social Studies and Science standards are addressed through books classified by the Fountas and Pinnell Guided Reading levels A through Z.

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 FSA results, Winston Park will focus on the improvement of Literacy. The selection of this goal was based on the proficiency and learning gains as evidenced by the 2017 Florida Standards Assessment in English Language Arts.

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

Best practices will be scaled up by conducting PLC's, weekly team data chats, and utilizing the Repsonse to Intervention and the Multi-Tiered System of Supports to monitor the performance of students in the lowest quartile. Additionally, Winston Park will implement the standards-based curriculum maps and standards mastery progress monitoring assessments.

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

PLC's -
*PLC's will meet every other week and be aligned to the school professional development calendar.
*Teams will discuss the standards they will be teaching, develop performance scales, and plan instructional activities.
*Teams will develop or identify the specific assessment to measure student achievement .
*Teams will discuss assessment results.

*Plan remediation and enrichment activities .

Team Data Chats-
*Conducted Weekly
*Teachers will review the results of student on standard based assessments.
*Based on the results teachers will share best instructional practices.
*Teachers will develop remediation and enrichment plans for students.
*Team members will model instructional strategies that were shown to improve student achievement.

RTI/ MTSS-
*CPST will meet weekly to develop interventions and monitor students in Tier 2 and Tier 3.
*The team will review student data to develop interventions that target student area in need of improvement.
*Teachers will provide six to eight weeks of intervention.
*The team will review the data to determine the next steps for each student.
*This process will be utilized to ensure that all students are being progress monitored in a timely manner.

 Curriculum Map

- All teachers will utilize the standards-based curriculum map with fidelity to ensure the alignement of instruction to the Florida State Standards.
- Teachers will administer standards-based assessment based on the standards addressed throughout the instructional cycle.

Standards Mastery Assessment

- Students will be assessed utilizing the i-Ready Standards Mastery Assessment after each instructional cycle.
- The data will be analyzed for progress monitoring purposes.
- Students will receive remediation or enrichment based on the assessment results.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Standards Mastery Assessments	Instructional Coaches	5/4/2018	i-Ready	Title I
Teacher professional development	Leadership Team	5/31/2018	District Professional Development in the area of Balanced Literacy	Title I