

# School Improvement Plan (SIP)

**School Name** Cooper City ES (1211)

**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 Through ELA Standards	Tuesday	2nd4th	8/29/2017 - 5/15/2018	2:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5

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## 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)**

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>
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Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	122	10.70			22.00	4.10
1	135	8.90	0.70		12.60	3.00
2	155	7.70			12.30	1.30
3	126	3.20	0.80		17.40	1.60
4	139	4.30	1.40		13.30	0.70
5	148	8.10	0.70		11.80	2.00

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

- Within the first six weeks of school, CCE identified all Tier 2 & 3 RtI / PMP Reading and Math students, placed them in a research-based program, and began delivering instruction.
- The school’s established Progress Monitoring data points are used to assess student needs, including BAS, ELA and Math Core Pre-Requisite Tests, and DAR.
- Within the first two weeks of school, teachers received lists of students who were scheduled to continue RtI programming from the previous year and these students seamlessly continued their tiered intervention programming from last year to this school year in the areas of reading and math.
- Tiered intervention instruction is delivered by Classroom Teachers, Special Area Teachers, Highly Qualified ESPs, and the Literacy Coach as follows:
- Classroom Teachers and Highly Qualified ESPs - Tier 2 ELA interventions 3 times a week for 15 minutes following the guided lesson plans within the intervention programs.
- Elem Ed. Certified Special Area Teachers, Classroom Teachers, and Literacy Coach – Tier 3 ELA interventions 30 minutes pull out daily with bi-weekly progress monitoring using in-program assessments to monitor and graph progress.
- Classroom Teachers – Tier 2 math students use the online iReady diagnostic and tutorials weekly. Based on areas of deficiency identified in iReady, teachers meet students in small groups to receive targeted instruction.
- Monitoring the implementation of all RtI interventions is primarily the responsibility of the Literacy Coach, including observations of lessons and tracking data. Progress monitoring is checked weekly for Tier 3 students by both the interventionist and teacher in order to review areas of concern and to determine plans for continued instruction. Tier 2 student progress is monitored bi-weekly by the classroom teacher to inform instruction and to determine further action.

- Interventions are recorded in BASIS. Data is reported to the Administration and the Support Team through Data Chats, and CPST meetings with parents.
- Typically, students are programmed in interventions for six-week periods. At the conclusion of a six week period, the CPST and the teacher determine if the intervention will continue, discontinue, or if it needs amending. Parents participate in CPST meetings and RtI meetings, which may result in a child being placed in an academic Tier 3 intervention.
- To close learning gaps, the following research-based interventions are taken from the district MTSS plan, and are used with CCE students in the following areas:
  - Kindergarten Foundations (phonemic awareness)
  - Grade 1 Phonics for Reading/Reading Mastery (phonics) i-Ready Math
  - Grade 2 Read, Reason, Write/Phonics for Reading/Quick Reads (phonics and reading comprehension) i-Ready Math
  - Grade 3 Read, Reason, Write (reading comprehension) i-Ready Math and Phonics for Reading
  - Grade 4 Read, Reason, Write (reading comprehension) Phonics Rewards i-Ready Math and Journeys Literacy Toolkit- RC
  - Grade 5 Read, Reason, Write (reading comprehension) i-Ready Math and Journeys Literacy Toolkit- RC

### RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	8/30/2017 - 5/30/2018	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	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<p><b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b></p>	

No Evidence/Artifacts

### **SCHOOL ADVISORY COUNCIL (SAC)**

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

### **SAC Upload Center**

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
October-SAF-agenda-11-1-17.pdf	October	None	11/3/2017
October-SAC-agenda,-minutes,-&-sign-in-11-1-17.pdf	October	Monitored	11/3/2017
September-SAC-agenda,-minutes,-&-sign-in-10-4-17.pdf	September	Monitored	11/3/2017

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
2017-CCES-SAF-bylaws.pdf	October	SAF ByLaws	10/27/2017
SAC-SAF-Mtg-Dates-17-18.pdf	October	None	10/27/2017
1211_SACBylaws_2017-2018.pdf	October	SAC ByLaws	10/27/2017
Committee-Membership_Cooper-City_17-18.pdf	October	Developed	10/26/2017

## **BEST PRACTICE #4**

### **Scaling Up BEST Practices**

### **CONTINUOUS IMPROVEMENT**

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

<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
7	447	59 of 125	1	86	171

### **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?**

- monitor assessments from PLCs
- monitor learning gains

- monitor BAS throughout the year
- monitor BSA/FSA results
- classroom walkthroughs and observations
- data chats
- PLCs

**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?**

- new Social Studies books purchased through grant for K-2
- reading resource room
- NEWSELA
- iReady
- Scholastic News
- classroom libraries

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

- ELA was chosen to support the District's Balanced Literacy initiative and increase FSA scores

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

- focused and authentic PLCs
- embedded high quality RtI process

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

- focused and authentic PLCs alligned to ELA standards monitored monthly through observation and data analysis
- embeded high quality RtI process monitored through systematic schedules

**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 implemented in 2016-2017 will continue this school year with improvements upon monitoring of fidelity of instruction.



# School Improvement Plan (SIP)

**School Name** Croissant Park ES (0221)

**School Year** 2017 - 2018

## BEST PRACTICE #1

**A Focused and Authentic PLC**

### PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Grade Level PLCs	Tuesday	2nd4th	9/13/2016 - 5/23/2017	2:15 PM - 3:00 PM	K, 1, 2, 3, 4, 5

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## 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)**

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>
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Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	124	20.30	0.70	40.70	41.20	9.40
1	138	20.30	0.70		40.70	9.40
2	140	21.40	1.40		31.20	9.30
3	153	19.00	2.60		43.30	8.50
4	109	16.50	0.90		39.80	8.30
5	130	14.60	3.10		39.20	7.70

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

- Within the first six weeks of school, CCE identified all Tier 2 & 3 RtI / PMP Reading and Math students, placed them in a research-based program, and began delivering instruction.
- The school’s established Progress Monitoring data points are used to assess student needs, including BAS, ELA and Math Core Pre-Requisite Tests, and DAR.
- Within the first two weeks of school, teachers received lists of students who were scheduled to continue RtI programming from the previous year and these students seamlessly continued their tiered intervention programming from last year to this school year in the areas of reading and math.
- Tiered intervention instruction is delivered by Classroom Teachers, Special Area Teachers, Highly Qualified ESPs, and the Literacy Coach as follows:
- Classroom Teachers and Highly Qualified ESPs - Tier 2 ELA interventions 3 times a week for 15 minutes following the guided lesson plans within the intervention programs.
- Elem Ed. Certified Special Area Teachers, Classroom Teachers, and Literacy Coach – Tier 3 ELA interventions 30 minutes pull out daily with bi-weekly progress monitoring using in-program assessments to monitor and graph progress.
- Classroom Teachers – Tier 2 math students use the online iReady diagnostic and tutorials weekly. Based on areas of deficiency identified in iReady, teachers meet students in small groups to receive targeted instruction.
- Monitoring the implementation of all RtI interventions is primarily the responsibility of the Literacy Coach, including observations of lessons and tracking data. Progress monitoring is checked weekly for Tier 3 students by both the interventionist and teacher in order to review areas of concern and to determine plans for continued instruction. Tier 2 student progress is monitored bi-weekly by the classroom teacher to inform instruction and to determine further action.

- Interventions are recorded in BASIS. Data is reported to the Administration and the Support Team through Data Chats, and CPST meetings with parents.
- Typically, students are programmed in interventions for six-week periods. At the conclusion of a six week period, the CPST and the teacher determine if the intervention will continue, discontinue, or if it needs amending. Parents participate in CPST meetings and RtI meetings, which may result in a child being placed in an academic Tier 3 intervention.
- To close learning gaps, the following research-based interventions are taken from the district MTSS plan, and are used with CCE students in the following areas:
  - Kindergarten Foundations (phonemic awareness)
  - Grade 1 Phonics for Reading/Reading Mastery (phonics) i-Ready Math
  - Grade 2 Read, Reason, Write/Phonics for Reading/Quick Reads (phonics and reading comprehension) i-Ready Math
  - Grade 3 Read, Reason, Write (reading comprehension) i-Ready Math and Phonics for Reading
  - Grade 4 Read, Reason, Write (reading comprehension) Phonics Rewards i-Ready Math and Journeys Literacy Toolkit- RC
  - Grade 5 Read, Reason, Write (reading comprehension) i-Ready Math and Journeys Literacy Toolkit- RC

### **RtI Team Meeting Schedule**

No Meeting Schedule

### **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.

<b>Self-Assessment Ratings</b>	
<b>Accreditation Standard</b>	<b>Overall Rating</b>
Purpose and Direction	3.33
Governance and Leadership	3.33

Teaching and Assessing for Learning	3.0
Resources and Support Systems	3.14
Using Results for Continuous Improvement	3.4
<b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b>	

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**

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
SACbylaw17-18.pdf	October	SAC ByLaws	10/31/2017
SACComp-17_18.pdf	October	Monitored	10/31/2017
SAF-bylaws-2017.pdf	October	SAF ByLaws	10/30/2017
SAF-10_17.pdf	October	SAF ByLaws	10/30/2017
0221_91717.pdf	September	Monitored	10/16/2017

## **BEST PRACTICE #4**

### **Scaling Up BEST Practices**

#### **CONTINUOUS IMPROVEMENT**

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

<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
3	372	103 of 205	1	63	126

# School Improvement Plan (SIP)

**School Name** Embassy Creek Elementary School (3191)

**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.

<b>PLC Name</b>	<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>	<b>Grade</b>
3191 Reading 5	Tuesday	2nd3rd4th	9/12/2017 - 5/29/2018	2:30 PM - 3:30 PM	5
3191 Reading 4	Tuesday	2nd3rd4th	9/12/2017 - 5/29/2018	2:30 PM - 3:30 PM	4
3191 Reading 3	Tuesday	2nd3rd4th	9/12/2017 - 5/29/2018	2:30 PM - 3:30 PM	3
3191 Reading 2	Tuesday	2nd3rd4th	9/12/2017 - 5/29/2018	2:30 PM - 3:30 PM	2
3191 ELA 1 17-18	Tuesday	2nd3rd4th	9/12/2017 - 5/29/2018	2:30 PM - 3:30 PM	1
3191 Reading K	Tuesday	2nd3rd4th	9/12/2017 - 10/23/2018	2:30 PM - 3:30 PM	K

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## 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	168	8.90			20.60	4.80
1	183	6.00			9.20	0.50
2	183	10.40			5.70	1.10
3	249	5.20			15.40	1.60
4	203	5.40	0.50		10.60	1.00
5	210	5.20	0.50		11.80	2.40

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

**For Reading Interventions, specifically, phonemic awareness and phonics,** Wilson Foundations, Wilson Reading, Great Leaps, Just Words, Road to the Code will be used.

**For Fluency interventions,** Great Leaps and Quick Reads will be used. Students will also get leveled weekly fluency to practice at home.

**For Oral Language Interventions,** Visual & Verbalizing groups will be implemented.

**For Comprehension interventions, we will be using** Soar to Success, QAR and Write-In Reader.

**The following All-Encompassing Programs will be used for Reading Interventions:** L.L.I, Literacy Tool Kit, Reading Took Kit, I-Ready.

**For Math Interventions the following programs will be used:** Touch Math, Moving With Math, Go Math Strategic & Intensive Interventions and I-Ready.

### 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 - 5/30/2017	8:00 AM - 3:00 PM

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### BEST PRACTICE #3

#### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	2.0
Governance and Leadership	2.33

Teaching and Assessing for Learning	2.42
Resources and Support Systems	2.57
Using Results for Continuous Improvement	2.2

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

**Purpose and Direction:**

Our mission statement needs to be articulated and posted throughout the school for familiarization by all stakeholders.

**Governance and Leadership:**

The staff will implement to fidelity the CARE model (Curriculum, Assessment, Remediation, Enrichment) during the RtI process and PLC's.

**Teaching and Assessing for Learning:**

We would like to collect qualitative data by conducting surveys that will help us analyze the effectiveness of the teaching and student learning that is taking place at our school. This includes data from i-Observation.

**Resources and Support Systems:**

All 3rd through 5th-grade classes are now Blended Classrooms with a 1:1 ratio of computers per student. As new technology and Balanced Literacy courses become available, professional development opportunities will focus on updating end-user skills.

The effectiveness of intervention programs such as the recently implemented, i-Ready online, will be measured using pre, mid and post-test data.

**Results for Continuous Improvement:**

Intermediate students will participate in mock assessments and results will be analyzed to improve instruction.

Staff will be educated on Balanced Literacy, Blended Learning, and Canvas.

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

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
SAC-Agenda-11022017.docx	November	A+ Funds	11/1/2017
SAF-Agenda-10052017.docx	October	A+ Funds	11/1/2017
SAF-Agenda-10052017.docx	October	A+ Funds	11/1/2017
SAF-Agenda-11022017.docx	November	A+ Funds	11/1/2017
SAC-Agenda-10052017.docx	October	A+ Funds	11/1/2017
ECE_SAM-Action-Plan_2017_2018.docx	October	Monitored	11/1/2017
SACByLaws_2017_2018.pdf	October	SAC ByLaws	11/1/2017
Embassy-Creek-Elementary-SAM-Report-Broward-2017.pdf	October	Monitored	11/1/2017
Committee-Membership_ECE_2017-2018.pdf	October	Developed	10/26/2017
SAC_SAF-Meeting-Dates_ECE.JPG	October	None	10/26/2017
SAC-Minutes-October-5,-2017.pdf	October	A+ Funds	10/19/2017
SAF-Sign-In-Sheet-10052017.pdf	October	A+ Funds	10/19/2017
SAC-Sign-In-Sheet-10052017.pdf	October	A+ Funds	10/19/2017

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## 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.

<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
9	499	36 of 82	4	53	106

#### 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?**

Embassy Creek ensures that each teacher plans, guides, and organizes their instruction based on the Florida State Standards. They pull appropriate on-level and leveled resources from various mediums to differentiate instruction. In addition, all teachers use i-Ready as an online curriculum that progress monitors students as it is aligned to the Common Core Standards. We collect data through common formative assessments that monitor how students are progressing through the Florida Standards. We also monitor through observations and lesson plans.

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

We use Leveled Non-Fiction Basels, Newsela (For grades 2-5), Sunsentinal Online Subscriptions, and online resources through SSO such as GALE and Encyclopedia Britannica. These informational resources can all be accessed at school or at home through Broward Single Sign-On.

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

According to 2017, 78% of our students in third through fifth grade were proficient in the Reading FSA. This is a two percent decrease from our previous 2016 Reading FSA proficiency. Embassy Creek is currently using a blended learning model to increase Reading score in grades 3-5, as well as implementing i-Ready as an interventions program from all grades. In addition, we will be scaling up our practice by providing training and enforcing Balanced Literacy in all grades.

According to 2017, 79% of our students in third through fifth grade were proficient in the MATH FSA. This is one percent decrease from the previous 2016 MATH FSA proficiency. ECE is currently using Reflex Math (Grades 2-5) as a fluency tool for all classes K-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?**

Fundations in all K-1 Classes  
Pre- Mid- Post Benchmarks in i-Ready  
Leveled Non-Fiction and Fiction Literacy Interventions  
i-Ready Interventions ( All Grades)  
Team-created Instructional Focus Calendar  
CARE Packages  
Comprehension QAR Strategies  
REFLEX Math

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

All Kindergarten and First-grade students will receive Fundations as a Tier 1 instruction.

All classes in grade K-5 will participate in group Science Fair Projects.

Science CARE Packages will be used for intermediate grade levels (3-5) as a model for the development of standards-based instruction utilizing the resources already within the classroom.

All teachers will attend a PLC on Blended Learning, Canvas, i-Ready and Balance Literacy.

Progress Monitoring through i-Ready will be used to drive instruction by the classroom teachers.

Teachers will use articles for Guided Reading.

Students will receive differentiated non-fiction articles and respond to comprehension questions.

Students in fifth grade will participate in a pre, mid and post mock Science FCAT assessment. In between assessment periods, Teachers will analyze student data to guide instruction.

Teachers will use Reflex Math as a tool for math fluency.

## Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Balanced Literacy and Blended Learning Models will be implemented in classroom instruction. IREADY will be used throughout all grade levels as an intervention tool with personalized instruction based on each students' needs.	Alexandra Valiente and Marlyn Sanchez	4/1/2018	All teachers will attend a PD on IREADY, Blended Learning and Balanced Literacy.	

# School Improvement Plan (SIP)

School Name Floranada ES (0851)

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
0851ELA_PK-5th and Spec. Prog.	Tuesday Wednesday Thursday	1st2nd3rd4th	8/14/2017 - 3/22/2018	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

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## 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)

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>
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<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	91	14.30	4.20	13.30	3.40	
1	119	12.50	0.80	27.60	2.30	
2	128	9.20	0.80	8.90	0.80	
3	131	13.80	0.70	18.00	2.90	
4	138	8.30	2.10	20.00	3.50	
5	144					

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

Our school has a vibrant RtI process where we identify children early to create interventions for them. The team meets weekly to determine the response to these interventions.

On going BAS training and training in the area of small group instruction will help the teachers meet the needs of the childre.

**RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Monday	1st, 2nd, 3rd, 4th, 5th	8/28/2017 - 5/14/2018	10:00 AM - 1:00 PM

## BEST PRACTICE #3

### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	3.0
Teaching and Assessing for Learning	2.83
Resources and Support Systems	3.0
Using Results for Continuous Improvement	3.0
<b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b>	

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

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
SAF-AgendaMinutesSignin_10-05-17.pdf	October	SAF ByLaws	10/30/2017
SAF-Bylaws.pdf	October	SAF ByLaws	10/18/2017
PLC-Dates-2017---2018.pdf	October	None	10/18/2017
CompositionReport_2017-2018.pdf	October	Developed	10/8/2017
ByLaws_2017-2018.pdf	October	SAC ByLaws	10/8/2017
1AgendaMinutesSignin_10-05-17.pdf	October	Monitored	10/8/2017
9AgendaMinutesSignin_06-01-17.pdf	July	Monitored	7/7/2017

## **BEST PRACTICE #4**

### **Scaling Up BEST Practices**

### **CONTINUOUS IMPROVEMENT**

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

<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
6	420	69 of 133	-420	62	123



## Goals

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

Our school did quite well and it's proficiency ratings in both the FSA math and reading. Our Fcat science results were not as we expected. This is our area of focus. We had only 55% of our children and fifth grade proficient on the F cat science test. Our goal is to have 60% of our fifth grade students proficient by the end of school year 2017-18.

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

All of our fourth and fifth grade have been teachers will be trained and DBQ, document based questioning. All of our fifth grade teachers have also included a 45 minute science lesson into their regular school day instead of combining it through the ELA portion of the school day.

### **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?**

Fourth and Fifth grade teachers use evidence-based and research-based curricula to teach the science and social studies component of their standards. All of our fourth and fifth grade teachers have taken the challenge of scaling up there science teaching. As included in data from Socrative a science-based formative assessment, teachers will be able to determine the exact standards children are unfamiliar with, and their strengths. Additionally, all teachers are using guided reading for ELA small groups and will receive ongoing training.

### **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?**

Guided Reading focus this year will assist our teachers in moving children in reading sciecne and social studies. The use of BAS as a tool to identify teaching targets will assist teachers in focusing small group instruction.

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

Guided Reading focus this year will assist our teachers in moving children in reading sciecne and social studies. The use of BAS as a tool to identify teaching targets will assist teachers in focusing small group instruction.

**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.**

We will use FSA results from May 2017-2018 testing.

# School Improvement Plan (SIP)

School Name Foster, Stephen ES (0921)

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
College and Career Readiness	Tuesday Wednesday Thursday	1st2nd3rd4th5th	8/29/2017 - 5/10/2018	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

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## 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)

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>
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<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	92	14.90	1.90	46.20	6.10	
1	114	18.50	1.90	36.40	10.20	
2	108	12.20		42.70	6.50	
3	123	13.90	1.70	46.00	4.30	
4	115	17.00	3.80	45.50	9.40	

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

Three times per year (Beginning, Middle, End) our support team meets with each individual teacher for our Class Review. The Class Review consists of looking at current achievement, attendance/tardies, as well as social/behavior concerns. Students who exhibit excessive attendance/tardies or identified and interventions are put in place such as, parent contact, guidance referral, social worker referral, or BTIP. Students identified with social/behavior concerns are provided intervention and/or referred to RtI for additional problem solving. Students with academic concerns are placed in appropriate groups, or referred to RtI, and are progress monitored 7 times per year.

**RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/5/2017 - 5/29/2018	8:15 AM - 1:30 PM

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/26/2017 - 5/29/2018	8:15 AM - 12:00 PM

## BEST PRACTICE #3

### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.33
Governance and Leadership	3.5
Teaching and Assessing for Learning	3.17
Resources and Support Systems	2.71
Using Results for Continuous Improvement	3.0

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

Monitor student achievement on standards and make improvements to the interdisciplinary units of study, monitor the Daily 5 structure with the implementation of CAFE strategies to support standards, improve the

analysis, reteaching, and enrichment process through team PLCs. Continue to increase parental involvement in school activities.

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

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
Stephen-Foster-SAC-Composition.pdf	November	Developed	11/3/2017
SAC-Sign-In-10-24-17.pdf	October	Developed	10/27/2017
Visitor-Sign-In-SAC-10-24-17.pdf	October	Developed	10/27/2017
SAC-Minutes-10-24-17.pdf	October	Developed	10/27/2017
SAC-Agenda-10-24-17.pdf	October	Developed	10/27/2017
SAF-Bylaw-10-24-17.pdf	October	SAF ByLaws	10/27/2017
SAC-Meeting-Notes-9-26-17.pdf	September	Developed	9/26/2017
0921_SAC-By-Laws-9-26-2017.pdf	September	SAC ByLaws	9/26/2017
SAC-Sign-In-9-26-17.pdf	September	Developed	9/26/2017
SAC-Guest-Sign-In-9-26-17.pdf	September	Developed	9/26/2017

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## **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.

<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
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?**

School-wide K - 5, the Understanding by Design Units are taught in each class. The units include the Reading Standards for Literature, Reading Standards for Informational Text, Language Standards, and Writing Standards. Also, each grade level K - 5 has Reading, Math, and Writing calendars on One Drive. 5th grade also has a Science calendar on One Drive, since they have the Science State Test.

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

All teachers have access to the Reading Resource Room located in the back of the Media Center. Teachers are encouraged to check out materials that are labeled with Fountas & Pinnell's reading levels. Also, there is a binder that includes the entire inventory of the collection to ease the search for books. Each classroom has a Daily Five collection of leveled readers. All students in grades 3 - 5 have access to a laptop computer the entire day. A wide variety of texts are available online. Each student has their unique single sign on identification which gives them access to Sailpoint.

**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, we are tracking mastery of each ELA and Math standard for all students in grades K - 5. Also, 5th grade is tracking mastery of all Science standards.

**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 focus on Small Group Guided Reading, and targeted small group for the Lowest 25% in Math. Utilize the Benchmark Assessment System to track and inform instruction for the lowest 25% in ELA, and math post tests to monitor and track the lowest 25% in Math. Using this data we will form reteach groups based on the lowest standards.

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

Focused PLCs in ELA on Small Group Guided Reading (Administering the BAS, forming small groups, identifying teaching targets, etc.) Each week, growth monitoring on i-Ready will take place looking at the Instructional Usage, Class Response to Instruction, and Standards Mastery by Test reports.

**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.**

For 3rd grade FSA ELA 42% (2016) to 40% (2017). For 3rd grade FSA Math Achievement decreased from 54% (2016) to 48% (2017). In 4th grade, FSA ELA Achievement 42% (2016) to 38% (2017). ELA Learning Gains 52% (2016) to 39% (2017). ELA Low 25 Gains 36% (2016) to 35% (2017). In 4th grade, FSA Math Achievement 48% (2016) to 49% (2017). Math Learning Gains 49% (2016) to 48% (2017). Math Low 25 Gains 17% (2016) to 35% (2017). In 5th grade, FSA ELA Achievement 41% (2016) to 46% (2017). ELA Learning Gains 54% (2016) to 61% (2017). ELA Low 25 Gains 45% (2016) to 55% (2017). In 5th Grade, FSA Math Achievement 45% (2016) to 52% (2017). Math Learning Gains 55% (2016) to 63% (2017). Math Low 25 Gains 50% (2016) to 41% (2017). 5th Grade Science 43% (2016) to 40% (2017). 5th grade will be using the Speed Bag Boot Camp Science books this school year to improve Science scores. Math achievement is being addressed using the Math Daily 3 (Math Writing, Math with Someone, and Math by Myself). Also, i-Ready is being monitored to insure that each student gets a minimum of 45 minutes a week in both Math and ELA. Small group intervention in literacy is done daily with fidelity. Grades K - 4 intervention groups are being instructed with LLI. There is consistent use of reading curriculum and progress monitoring.

**Strategies & Activities**

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<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
Small Group Math Instruction, Unit Post Tests, Targeted Reteaching	Literacy Coach, Administration, Classroom Teacher	5/11/2018	Weekly Professional Learning Communities	
Small Group Guided Reading, ELA Checkpoints, Targeted Reteaching	Literacy Coach, Administration, Classroom Teacher	5/11/2018	Weekly Professional Learning Communities	

# School Improvement Plan (SIP)

School Name Griffin ES (2851)

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
2851ELA5	Thursday	2nd4th	9/14/2017 - 4/12/2018	2:15 PM - 3:00 PM	5
2851ELA4	Thursday	2nd4th	9/14/2017 - 4/12/2018	2:15 PM - 3:00 PM	4
2851ELA3	Thursday	2nd4th	9/14/2017 - 4/12/2018	2:15 PM - 3:00 PM	3
2851ELA2	Thursday	2nd4th	9/14/2017 - 4/12/2018	2:15 PM - 3:00 PM	2
2851ELA1	Thursday	2nd4th	9/14/2017 - 4/12/2018	2:15 PM - 3:00 PM	1
2851ELAK	Thursday	2nd4th	9/14/2017 - 4/12/2018	2:15 PM - 3:00 PM	K
2851ELAPreK	Thursday	2nd4th	9/14/2017 - 4/12/2018	2:15 PM - 3:00 PM	Pre K

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## 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	86	7.00			4.90	
1	114	7.00	0.90		29.10	2.60
2	96	12.50	2.10		13.70	5.20
3	98	15.30			22.30	5.10
4	102	11.80	2.90		20.60	2.00
5	99	10.10	4.00		15.60	6.10

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

Step 1: Teacher inputs Tier 1 strategies on BASIS for struggling students and creates a RTI referral. Teacher meets with a school case manager to discuss the area of concern. Parents are informed about the area of concern.

Step 2: After 4-6 weeks, if progress is not noted, a meeting will be scheduled with the case manager to discuss implementation of Tier 2 instruction. Teacher will continue to collect data and graph the student's progress in comparison to the small group and class.

Step 3: A meeting will be scheduled with the Multi-Tiered Support System (MTSS) Team to review the data and collaborate on the next steps. Members of the team consists of: Administration, Guidance Counselor, ESE Specialist, School Psychologist, School Social Worker, Curriculum Specialist, and Classroom Teacher. Parents will be invited to the meeting.

Step 4: If no progress is noted, the student moves to more intensive intervention in Tier 3 instruction. A follow up date is set for the next 4-6 weeks to monitor student progress.

Small, intensive group instruction focuses on identified needs of the students. Groups consist of 1 - 3 students. Programs to be utilized: Wilson Foundations, Phonics for Reading, Write in Reader, QAR, Journey's Tool Kit, Go Math Reteach, iStation, Reading Mastery, Close Reading Strategies, Motivational/Engagement Strategies, Differentiated Instruction and iReady.

Professional Development is offered to teachers for guidance and instruction on effective implementation of programs, understanding of BASIS, collection and analysis of data, including graphing and progress monitoring.

Student conferencing is utilized to engage students in their own progress in order to empower students to track of their own performance.

### RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd	9/26/2017 - 5/22/2018	12:00 PM - 3:00 PM

### BEST PRACTICE #3

#### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	3.33

Teaching and Assessing for Learning	3.5
Resources and Support Systems	3.14
Using Results for Continuous Improvement	3.4

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

In order to increase our overall rating, we focus on communication of the purpose and direction of school with all stakeholders via meetings, robot dialer, assemblies, social media, flyers and website. We will also communicate our high expectations with regard to teaching and learning through parent teacher conferences and academic family nights. Parents will be made aware of student's progress through interims, conferences, and report cards.

Teachers utilize a variety of multi-media formats to communicate with parents and students. The school utilizes Twitter, optional class websites/blogs, Remind101 (class messages).

Students are exposed to programs such as FSA Saturday Camp, Early Morning Computer Lab, and Aftercare Enrichment Activities.

To ensure teacher effectiveness, teachers attend professional development and trainings, share best practices, engage in peer teaching and learning and attending Professional Learning Communities.

Monthly data chat and RTI bi-monthly meetings are utilized to discuss students progress with MTSS Team and Administration. Student work and data is analyzed during Professional Learning Community Meetings. (PLC)

The monthly monitoring system using the I-Ready Reports allows for the use of data templates to be completed by the teacher and discussed with Administration and support team in order to improve student achievement.

Students are assessed using formative and summative assessments. Results from these assessments are used as a guide 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

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
2851_GriffinES_SAC-SAF-Meeting_103017.pdf	October	Monitored	11/2/2017
2851_GriffinES_SACCompositionReport_100317.pdf	October	None	10/4/2017
2851_GriffinES_SACByLaws_100317.pdf	October	SAC ByLaws	10/4/2017
2851_GriffinES_SAC_SAF_Meeting_092517.pdf	September	Monitored	10/3/2017

## **BEST PRACTICE #4**

### **Scaling Up BEST Practices**

### **CONTINUOUS IMPROVEMENT**

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

<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
8	446	75 of 116	-446	68	136

# School Improvement Plan (SIP)

School Name Lakeside ES (3591)

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
Standards Based Team PLCs	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/22/2018	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

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## 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)**

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>
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<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	108	11.90	1.60	13.20	4.90	
1	143	6.60	1.60	13.50	0.80	
2	122	7.10		16.70	3.80	
3	156	8.10		27.10	2.20	
4	136	3.00	1.50	22.10	0.80	
5	133					

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

All grade levels use curriculum maps to pace eaching their grade level standards. At the end of each 2-3 week cycle, students are assessed with a common assessment (K-1 use CARE assessments, 2-5 use Standard Assessments from iReady). Teachers participate in PLCs and share best practices based on results. Teachers record the CARE info on data excel files in One Drive. Support staff uses this data to monitor referral to RtI/MTSS. MTSS is every Tuesday with the schedule created by the Guidance Counselor. Teachers refer students, but other staff and parents may also have concerns. Concerns can be academic or behavioral. Attendance data is also analyzed at MTSS meetings. Students are placed on Tier 2 interventions. Additionally, attendance is monitored by the IMT and AP. Parent contact is made through letters or phone calls for chronic absent or tardy issues.

**RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/5/2017 - 6/5/2018	8:40 AM - 3:00 PM



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## 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	3.8
Resources and Support Systems	3.14
Using Results for Continuous Improvement	3.0
<p><b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b></p> <p>Our school has been focusing on improving standards based teaching, remediation, and enrichment all based on data from assessments. This aligns to the area "Using Results for Continuous Improvement". Teachers participate in weekly PLCs and are working more towards analyzing student work, aligning it to standards, and determining what needs students have for remediation. We are strategically using the Standards Mastery tests from the iReady program to assess students after cycles of instruction.</p>	

No Evidence/Artifacts

## SCHOOL ADVISORY COUNCIL (SAC)

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

### SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Oct-2017-SAC.pdf	October	Monitored	11/3/2017
SEPT-2017-SAC.pdf	November	Monitored	11/3/2017
sac-bylaws-17-18.pdf	November	SAC ByLaws	11/3/2017
SAC-composition-17-18.pdf	November	None	11/3/2017

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## 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	420	69 of 133	-420	62	123

## 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 instruction follows the Scope and Sequence that was provided by the Elementary Learning Department as well as the school's Instructional Focus Calendar. Support staff members are assigned to PLC's to ensure that teams are following the CARE cycle while planning instruction. Lesson plans are collected on a quarterly basis, classroom walkthroughs are conducted on an ongoing basis and documented in iobservation. Support staff will monitor content area, ESE students, ESOL students, and Lowest 25 students for appropriate interventions so that students can access and master grade level standards.

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

Students have access to the Single Sign on portal that allows them to access textbooks and Informational Learning Systems (ILS) that are provided to them from the district as well as the school. The Reading resource book room allows teachers to gain additional guided reading resources for students that relate to their instruction. Additional resources are acquired as needed.

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

As evidenced by the 2016-17 FSA, the learning gains and lowest 25 learning gains in ELA and math for 4th and 5th, as well as science assessment in 5th, are the focus for improving student achievement. These areas dropped significantly from the previous school year.

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

Professional development in small group guided reading and math, targeted center activities, and science journals will be the focus for teachers in all grade levels. In addition, the Pineapple Chart will be utilized to promote sharing across the school of best practices and instructional strategies.

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

As administrators and support staff identify best practices related to the 3 targeted areas, teachers will be encouraged to share within teams and on the Pineapple Chart. Additionally, during post conferences, teachers

will be encouraged to visit specific classrooms if needs arise. Last, the Literacy Coach will provide support, modeling, and guidance on needs at an ongoing basis.

### Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
District support with math standards, small group, and centers	Jennifer Liberatore, Marjorie Archer	5/18/2018	Effective Math Block, Small Group instruction, Planning	
Science Journals in K-5, PD on science standards/journals, Common components for grade levels	Marjorie Archer	5/18/2018	Interactive Journals, Science Standards, Hands-On	
Professional development, coaching support, resources	Jennifer Liberatore, Kathy May	5/18/2018	Responsive Teaching, Small Group Guided Reading, Literacy Continuum	

# School Improvement Plan (SIP)

School Name Lloyd Estates ES (1091)

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
1091 ELA PK 2018	Monday Tuesday Wednesday Thursday Friday	2nd3rd4th	10/18/2017 - 5/16/2018	2:15 AM - 3:00 PM	Pre K
1091 ELA K	Monday Tuesday Wednesday Thursday Friday	2nd3rd4th	10/18/2017 - 5/16/2018	2:00 PM - 3:00 PM	K
1091 ELA 5 2018	Tuesday Wednesday Thursday	2nd3rd4th	10/18/2017 - 5/16/2018	2:15 PM - 3:00 PM	5
1091 ELA 4 2018	Monday Tuesday Wednesday Thursday Friday	2nd3rd4th	10/18/2017 - 5/9/2018	2:15 PM - 3:15 PM	4

<b>PLC Name</b>	<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>	<b>Grade</b>
1091 ELA 3	Monday Tuesday Wednesday Thursday Friday	2nd3rd4th	10/18/2017 - 5/9/2018	2:15 PM - 3:15 PM	3
1091 ELA 2 2018	Monday Tuesday Wednesday Thursday Friday	2nd3rd4th	10/18/2017 - 5/16/2018	2:15 PM - 3:00 PM	2
1091 ELA 1st 2018	Monday Tuesday Wednesday Thursday Friday	2nd3rd4th	10/18/2017 - 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)**

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>
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Grade	Student Enrollment	Data For: 2016-2017 (Last updated: 8/29/2017)				
		% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
Grade KG	90	14.40			46.90	5.60
1	99	14.10	1.00		23.90	2.00
2	93	6.50			11.10	
3	93	5.40	3.20		42.40	3.20
4	104	9.60	1.00		42.60	3.80
5	97	6.20	4.10		38.90	5.20

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

All teachers provide small group reading instruction (Tier 1) to all students. Enrichment activities are provided through the implementation of differentiated instructional strategies, use of chapter books and project based learning. Students needing remediation receive a double dose of small group reading instruction (Tier 2) designed to specifically target their needs. Students who have been retained are assessed using the BAS (Benchmark Assessment System) in order to determine their specific area of deficiency. In addition to the Tier 1 and Tier 2 interventions provided in class, they receive Tier 3 intervention with a highly qualified teacher or paraprofessional using a push in or pull out model. Tier 3 interventions address phonics skills with the use of the Sound Partners phonics program, Journeys Literacy Toolkit, and iReady. Deficiencies for other areas of reading are addressed through specific skills based activities individualized for each student using iReady. Students who exhibit academic difficulties in math receive Tier 2 or Tier 3 interventions from their classroom teacher using the Go Math intervention resources.

Teachers receive ongoing support from the ESOL Resource Teacher and the Literacy Coach in order to implement ESOL and Differentiated Instructional strategies that will assist with meeting each child's individualized educational needs.

Student suspensions can be reduced through a comprehensive behavior management plan. The school's Discipline Committee has developed a School Wide Positive Behavior Plan outlining various positive behaviors that contribute to a safe and nurturing learning environment. Our plan outlines specific expectations for the following areas: School Bus, Cafeteria, and Hallways. Classroom teachers utilize CHAMPS strategies to manage individual classroom behaviors. When dealing with behavior incidents, the school administration adheres to the District's Discipline Matrix to administer consequences. Discipline incidents reports are reviewed on a quarterly basis, and the plan is modified as needed. Students with ongoing behavioral concerns participate in weekly groups with the Guidance Counselor. Guidance sessions address building self-esteem, goal setting,

peer relations and anger management. We will address the social emotional needs of our students by implementing the Stanford Harmony SEL program.

Students with less than 90% attendance rate are monitored through the analysis of attendance reports. Parents are contacted and informed of the District's attendance policy via telephone and in writing. Parent conferences are held with both the teacher and administration in order to address attendance concerns. Services are offered through Guidance in order to address any difficulties which may prevent students from attending school regularly. The Social Worker addresses attendance issues when the school's attempt have been unsuccessful. The Response to Intervention/Collaborative Problem Solving Team (RTI/CPST) meets each Wednesday to address academic and/or behavior RTI referrals. During the meetings, the team reviews the data collected and devises a plan designed to help each child meet their academic or behavior objectives. Using BASIS, students with 2 or more warning indicators are identified. The teachers document Tier 1 teacher strategies, and the RTI/CPST team monitors their progress on an ongoing basis.

Administration meets with teachers to discuss student achievement on formative assessments during data huddle meetings. Data huddles are held quarterly for grades K - 5. Student performance data is also discussed during weekly team meetings. Students whose data indicate a pattern of non-proficiency on standard based skills are referred to the RTI/CPST team for a comprehensive study. Formative assessment results for students with 2 or more warning indicators, also undergo an in-depth review during data huddle meetings. Through the RTI/CPST process and the Data Huddle meetings, teachers receive guidance and support to precisely diagnose instructional problems, develop targeted interventions and identify appropriate progress monitoring tools

### **RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Wednesday	1st, 2nd, 3rd, 4th	9/6/2017 - 7/4/2018	-
Tuesday Wednesday	1st, 2nd, 3rd, 4th, 5th	8/30/2017 - 5/23/2018	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.



<b>Self-Assessment Ratings</b>	
<b>Accreditation Standard</b>	<b>Overall Rating</b>
Purpose and Direction	2.67
Governance and Leadership	2.83
Teaching and Assessing for Learning	3.08
Resources and Support Systems	3.0
Using Results for Continuous Improvement	3.2
<p><b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b></p> <ul style="list-style-type: none"> <li>• All teachers will be participating in Professional Learning Communities</li> <li>• Data Huddles with teachers bi-weekly</li> <li>• Implementation of phonics intervention in grades k-5</li> </ul>	

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**

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
Lloyd-Estates-ASSIST-Self-Assessment.pdf	November	None	11/3/2017

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
Lloyd-Estates-Composition-Report.pdf	October	None	10/31/2017
1091_Assist_LloydEstatesElementary_2017.pdf	October	Monitored	10/31/2017
SAF-Meeting-Dates-2017-2018.docx	October	None	10/31/2017
SAC-Meeting-Dates-2017-2018.docx	October	Developed	10/31/2017
1091_10202017_1091_SAF-LloydEstatesElementary102017-(1).docx	October	SAF ByLaws	10/31/2017
1091_SACSIGNIN_10122017.pdf	October	SAC ByLaws	10/10/2017
1091_SACAGENDA2_10102017.pdf	October	None	10/10/2017
1091_SACBYLAWS_10122017.pdf	October	SAC ByLaws	10/10/2017
1091_SACAGENDA_101017.docx	October	SAC ByLaws	10/10/2017
1091_SACMInutes_10102017.docx	October	SAC ByLaws	10/10/2017

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## **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.

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<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
1	355	392 of 801	-355	81	162

## 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?**

Students receive standard-based instruction daily. Teachers use instructional pacing guides aligned to the Florida Standards to develop lesson plans and deliver instruction. Formative assessments will be administered regularly to evaluate student performance in reading, math, writing and science. Further evidence of standard based instruction will be collected through regular classroom visits.

**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 in grade 5 use DBQs as part of their regular reading block. All students use National Geographic newspapers to interact with nonfiction texts. Engineer is Elementary literature is utilized as part of the STEM innovative program.

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

Data reflects that 47% of Lloyd Estates Elementary Student in grades 3 through 5 scored a 3 or higher on the 2016-2017 FSA. Literacy is a critical element to overall student achievement as well as college and career readiness.

**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 Professional Learning Community (PLC), Curriculum, Assessment, Remediation, and Enrichment (C.A.R.E.) will be utilized to increase performance with our band.

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

- Data huddles with teachers
- Common planning
- Formative and Summative Assessment with constant monitoring
- Front loading of standards with teachers
- Implementation of a standard based curriculum
- Providing support and modeling for teachers to ensure students functioning at a higher level are challenged and provided rigorous instruction
- Professional development for teachers regarding data, standards, and best practices

### Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Implementation of standard focused and driven curriculum, data huddles held bi-weekly with teachers to discuss progress by standard, implementation of a school wide phonics program and monitoring of its data, monitoring with fidelity of formative and summative assessments via programs such as i-Station, i-Ready, and School City, and monitoring of student early warning indicator on BASIS to address student needs.	Administration, Literacy Coach, ESOL Resource Teacher	3/29/2018	Reading and Understanding Data	\$5,000.00
Grade level reading PLC	Shawn Allen	6/13/2018	BAS Calibration; Small Guided Reading Instruction; PLC	

# School Improvement Plan (SIP)

School Name North Andrews Garden ES (0521)

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
0521 ELA VPAT	Monday Thursday Friday	1st2nd3rd4th5th	9/18/2017 - 5/25/2018	8:30 AM - 11:30 AM	K, 1, 2, 3, 4, 5
0521 ELA 5	Monday Wednesday Thursday Friday	1st2nd3rd4th5th	9/18/2017 - 5/25/2018	8:30 AM - 11:30 AM	5
0521 ELA 4	Monday Wednesday Thursday Friday	1st2nd3rd4th5th	9/18/2017 - 5/25/2018	8:30 AM - 11:30 AM	4
0521 ELA 3	Monday Thursday Friday	1st2nd3rd4th5th	9/18/2017 - 5/25/2018	8:30 AM - 11:30 AM	3
0521 ELA 2	Monday Thursday Friday	1st2nd3rd4th5th	9/18/2017 - 5/25/2018	12:00 PM - 3:00 PM	2

<b>PLC Name</b>	<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>	<b>Grade</b>
0521 ELA 1	Monday Thursday Friday	1st2nd3rd4th5th	9/18/2017 - 5/18/2018	12:00 PM - 3:00 PM	1
0521 ELA K	Monday Wednesday Friday	1st2nd3rd4th5th	9/18/2017 - 5/25/2017	12:00 AM - 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)**

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	146	19.20	2.70		39.20	8.90
1	148	9.50	0.70		22.80	2.00

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
2	163	10.40	0.60		15.60	
3	189	7.40	1.10		28.80	5.30
4	149	12.80	3.40		28.80	8.10
5	152	11.80	3.90		25.00	4.60

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

Benchmark assessment data is collected through three assessment periods throughout the year to determine student progress towards school and district goals. Upon determining areas of weakness for those students in need of Tiered Academic Interventions we utilize a variety of materials including Foundations, LLI, Journeys Toolkit, Journey's Write in Reader, iReady lessons and the Fontes and Pinnell Literacy Continuum to provide specific targeted literacy lessons to provide additional student support. We ensure the fidelity of instruction with students not progressing towards goals by analyzing frequent progress monitoring assessments through I-Ready as well as cold reads. This allows us to determine students progress with interventions. In supporting the Principles of Universal Design Learning, classroom instruction is designed engaging students to interacting in small group and whole group instruction, allowing students to express their knowledge in a variety of ways. With the integration of technology in K-5, including our Digital 4/5 program, teachers are able to vary engagement strategies and knowledge representation.

**RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Wednesday	2nd, 4th	9/27/2017 - 5/23/2018	8:45 AM - 2:45 PM

## BEST PRACTICE #3

### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

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

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

To increase our overall rating in Purpose and Direction, we will use various avenues to communicate our purpose to all stakeholders including the use of our marquee, school website, newsletter, and our social media accounts on Twitter and Facebook. In addition, many teachers use various apps such as Remind and Dojo to communicate with parents about events/activities in the classroom as well as private communication regarding student progress. Staff/ schoolwide email, newsletters and other communication platforms such as Sharepoint and Yammer provide communication about our school purpose within the building. We also have grade group Professional Learning Communities dedicated to developing common language and high quality teaching strategies in order to provide a rigorous learning experience for our students in literacy.

To increase our overall rating in Governance and Leadership, we encourage stakeholder participation in the School Improvement Plan process and provide various community events including Family Curriculum and



Partnership Nights in order to encourage stakeholder involvement. School leadership continuously evaluates staff on the implementation of professional practice that promote student success.

To increase our overall rating in Teaching and Assessing for Learning, professional development and feedback will be provided to staff on implementing individual student interventions through RtI. We will use student data to track the effectiveness of these interventions and adjust instruction accordingly. This also includes the analysis of iReady formative data in Grades 2-5. We also plan to improve this area by increasing mentoring opportunities and stressing relationship building with all staff.

To increase our overall rating in Resources and Support Systems, we will provide support for the social needs of our students through services provided by our guidance counselor including connecting students and families in need with outside agencies that can provide assistance. In addition, our School-Wide Positive Behavior Plan will support students setting a positive social example. Implementing FACE will allow our community to recognize exceptional customer service within the school. To further support the implementation of Digital 4 and Digital 5 and meet all students technology needs K-5, we will continue to use updated hardware to utilize current educational programs such as IReady, I Station, CANVAS, One Note, and Web Based learning opportunities. We will also seek grant opportunities that will allow for purchase of more hardware devices so that the ratio of personal student device usage increases, especially in the primary grades, and meets the quickly changing technology requirements.

### Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
PLC-Training.pdf	<b>Standard 3:</b> Teaching and Assessing for Learning (3.5)	10/18/2017
2017RtI-steps.docx	<b>Standard 2:</b> Governance and Leadership (2.6)	10/18/2017
UniversalTier1SuplSuppStrat1718.pdf	<b>Standard 5:</b> Using Results for Continuous (5.2)	10/18/2017
NAGE-FSA-Scores-17.docx	<b>Standard 3:</b> Teaching and Assessing for Learning (3.2)	10/18/2017

File Name	Standards & Indicator	Upload Date
NBT.1.1,-NBT.1.2-Learning-Scales.docx	<b>Standard 3:</b> Teaching and Assessing for Learning (3.3)	10/18/2017
NAGE-D5-Powerpoint.pptx	<b>Standard 5:</b> Using Results for Continuous (5.5)	10/18/2017
Guidance-17-18.docx	<b>Standard 4:</b> Resources and Support Systems (4.7)	10/18/2017
17-18-VPAT-MASTER-SCHEDULE.pdf	<b>Standard 4:</b> Resources and Support Systems (4.2)	10/18/2017
17-18-EvacMap.pdf	<b>Standard 4:</b> Resources and Support Systems (4.3)	10/18/2017
17-18-Behavior-Management-Expectations.pdf	<b>Standard 1:</b> Purpose and Direction (1.2)	10/18/2017
17-18-Parent-Student-Handbook.pdf	<b>Standard 2:</b> Governance and Leadership (2.5)	10/18/2017
Arrival-Diissmissal-Procedures.pdf	<b>Standard 4:</b> Resources and Support Systems (4.3)	10/18/2017
17-18-Committee.pdf	<b>Standard 2:</b> Governance and Leadership (2.6)	10/18/2017

File Name	Standards & Indicator	Upload Date
SEPT2017-SAC-Minutes-.docx	<b>Standard 1:</b> Purpose and Direction (1.1)	10/18/2017
1718-SAC-Meeting-Calendar.pdf	<b>Standard 1:</b> Purpose and Direction (1.3)	10/18/2017
Student-SSO.pdf	<b>Standard 4:</b> Resources and Support Systems (4.4)	10/18/2017
Assessment-Calendar.PDF	<b>Standard 5:</b> Using Results for Continuous (5.1)	10/18/2017
Newsletter.pdf	<b>Standard 2:</b> Governance and Leadership (2.4)	10/18/2017
17-18-Safety-Plan.pdf	<b>Standard 2:</b> Governance and Leadership (2.2)	10/18/2017
17-18-Staff-Handbook-CORRECTED-(1).pdf	<b>Standard 1:</b> Purpose and Direction (1.1)	10/18/2017

### 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-Calendar-17-18.docx	October	Monitored	10/31/2017
Oct1718SAF.pdf	October	SAF ByLaws	10/31/2017
Oct1718SAC.pdf	October	Monitored	10/31/2017
SAF-Bylaw-17-18.docx	October	SAF ByLaws	10/25/2017
NAGE-Self-Assessment-17-18.pdf	October	None	10/19/2017
Committee-Membership.pdf	September	Monitored	10/19/2017
SACBylaws1718.pdf	September	SAC ByLaws	9/27/2017
SACCalendar1718.pdf	September	Monitored	9/27/2017
Sept0617.pdf	September	Monitored	9/27/2017

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## 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.

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<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
3	396	76 of 205	1	51	102

## 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?**

North Andrews Gardens ensures that classroom instruction is aligned to grade-level Florida Standards through the use of instructional focus calendars, class walk-throughs and grade group meetings with administration. Data is collected via iReady and CARE package formatives.

**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 SSO to access core texts and supplements, students also use technology to access informational texts across all content areas. Students can access Destiny Library through their SSO. Each student in grades 4 and 5 have their own laptops while students in other grades share rotating laptop carts. In addition, our PTA has purchased print material for use in the classroom on a variety of reading levels and content area topics.

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

As evidenced by our 2017 FSA data, North Andrews Gardens achieved 56% proficient in ELA, 61% proficient in mathematics and 45% proficient in Science. Our lowest 25% in ELA had 47% learning gains and our lowest 25% in math had 58%. Since reading is the critical element to success on ELA, Mathematics and Science, North Andrews Gardens has chosen ELA as our focus for improvement.

**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?**

Progress monitoring of all students scoring below a level 3 as well as monitoring students for learning gains will be scaled up using Benchmark Assessment System (BAS), iReady, and district created CARE packages. Literacy and ELA standards will be the focus of our Professional Learning Communities.

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

Benchmark Assessment System data will be collected, analyzed and used to differentiate instructional reading groups 3x per year. Data chats will occur monthly with administration and teachers to discuss student progress, standards mastery and analyze data. iReady will be used with fidelity for remediation and acceleration and CARE packages will be used for progress monitoring. Small group instruction will be fluid and used for specific standard remediation and reinforcement. Professional Learning Communities will meet monthly to analyze standards, student progress and share best practices.

**Strategies & Activities**

Strategies	Persons responsible	Deadline	Professional Development	Budget
ELL students will have access to support with paraprofessional as needed to reinforce skills taught within the general education classroom.	Catherine Thornton	6/8/2018	None	\$0.00
Florida Standards in the Visual and Performing Arts will be integrated in general education classes as much as possible.	Craig Lehrhaupt	6/8/2018	None	\$0.00
Grade appropriate Florida ELA Standards will be integrated within the Visual and Performing Arts as often as possible.	Catrice Duhart/ Craig Lehrhaupt	6/8/2018	None	\$0.00
Teachers in grades 4-5 will utilize BAS for progress monitoring as well as to develop appropriate interventions for students scoring level 1 or 2 on the FSA ELA three times per year or until they have reached appropriate levels.	Amy Torres/ Catrice Duhart	6/8/2018	District Training and School Based Training by the Literacy Coach	\$0.00
Struggling Readers in grades 1-5 will utilize the Journeys Write in Readers to increase literacy skills	Amy Torres	6/8/2018	None	\$0.00
Selected struggling readers in grades 1-3 will utilize Leveled Literacy Intervention (LLI) to develop reading skills.	Amy Torres	6/8/2018	District Training	\$0.00
Students in grades 2-5 will use Accelerated Reader to promote literacy and monitor comprehension.	Yesenia Sanchez	6/8/2018	None	\$0.00
Teachers in grades 1-5 will use periodicals such as Scholastic News to teach ELA standards within all content areas.	Yesenia Sanchez/ Team Leaders, Grades 1-5	6/8/2018	none	\$0.00

Strategies	Persons responsible	Deadline	Professional Development	Budget
Kindergarten classes will use various iPad Apps to develop literacy skills.	Amy Torres/ Catrice Duhart/ Team Leader	6/8/2018	None	\$0.00
Teachers in grades K-3 will utilize BAS to monitor student progress as well as create instructional groups.	Amy Torres/ Yesenia Sanchez	6/8/2018	District Training and School Based Training by the Literacy Coach	\$0.00
Students in the lowest 25th percentile will receive additional small group instruction as well as intensified interventions as determined by progress monitoring data.	Amy Torres/ Catrice Duhart	6/8/2018	District Training and School Based Training by the Literacy Coach	\$0.00
iReady will be used in Grades 2-5 for progress monitoring.	Amy Torres	6/8/2018	iReady Training	\$0.00

# School Improvement Plan (SIP)

School Name North Fork ES (1191)

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 Strategies	Monday	1st	10/2/2017 - 12/22/2017	3:15 PM - 4:00 PM	K, 1, 2, 3, 4, 5
Data Based Lesson Planning	Monday Wednesday	2nd4th	10/2/2017 - 5/31/2018	3:15 PM - 4:00 PM	K, 1, 2, 3, 4, 5

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## BEST PRACTICE #2

**An Embedded High Quality RtI Process**

### RESPONSE TO INTERVENTION (RTI)

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

**Graduation/College and Career Readiness (Early Warning Indicators)**

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

<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	68	16.20	1.50		27.30	4.40
1	77	24.70	18.20		60.40	19.50
2	65	23.10	16.90		46.30	23.10
3	66	27.30	15.20		46.90	22.70
4	82	36.60	19.50		59.20	25.60
5	84	21.40	13.10		52.60	17.90

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

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

**RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Thursday	2nd, 4th	10/26/2017 - 5/24/2018	9:00 AM - 2:00 PM

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## 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	3.08
Resources and Support Systems	3.14
Using Results for Continuous Improvement	3.0

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

Monthly PD's in standards and data collection.

Meet with Reading and Math teachers on each grade level to front load standards and analyze data for grouping and lesson planning.

Increase surveys to staff and parents in order to get more feedback.

Provide teachers with resources needed to teach standards.

Increase data chats with students and set learning goals with all students.

We support lowest 30 percentile students with mentoring with an assigned support staff member that meets with students weekly.

We will use quarterly assessments using school city, to assess student progress. Teachers will use this data to determine student educational plans and standards to be taught.

### Evidence/Artifacts

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

### SCHOOL ADVISORY COUNCIL (SAC)

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

### SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Sign-in10_31_17.pdf	October	A+ Funds	11/3/2017
SACSign-in9_20_17.pdf	November	A+ Funds	11/3/2017
10-17-SAC-Meeting-Minutes-.doc.docx	October	Monitored	11/1/2017
agenda-10_31_17.doc	October	Monitored	11/1/2017
9-20-17-SAC-Meeting-Minutes-.doc	November	SAC ByLaws	11/1/2017
SACAgenda9_20.doc	November	Monitored	11/1/2017

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
SAC-2017-2018-meetings.doc	November	None	11/1/2017
NFE-2017Self-Assessment.pdf	November	A+ Funds	11/1/2017
North-Fork-Composition-Report.pdf	October	None	10/31/2017
NFSACBylaws2017.doc	October	A+ Funds	10/5/2017

## **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.

<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
1	276	680 of 801	-276	121	241

# School Improvement Plan (SIP)

School Name Palm Cove ES (3311)

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
Palm Cove Curriculum Talks/PLC	Tuesday Wednesday Thursday		9/26/2017 - 5/31/2018	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3

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## 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)

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>
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Grade	Student Enrollment	Data For: 2016-2017 (Last updated: 8/29/2017)		% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	99	15.70	1.90		35.80	6.50
1	108	11.90			22.50	3.20
2	126	16.00			29.60	5.30
3	131	12.90			40.00	5.00
4	140	10.70			38.60	5.70
5	122					

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

Students are identified through the RTI process in all academic areas. Teacher are using the BAS to monitor literacy skills. Teacher Created assessments are given weekly to assess standards taught in the classroom. Summative assessment are given after each unit of study to asses a group of standards. Interventions are put into place based on the results of the assessments. Small groups in the classroom and pull out groups by support staff are also based on assessment results.

**RtI Team Meeting Schedule**

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Friday	1st, 2nd, 3rd, 4th, 5th	9/29/2017 - 5/25/2018	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	3.17
Teaching and Assessing for Learning	2.58
Resources and Support Systems	2.43
Using Results for Continuous Improvement	2.6
<p><b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b></p> <p>Teacher will be planning collaboratively through the PLC process and during Curriculum Talks meetings weekly. Student data will be monitored on a weekly basis through the Curriculum Talks Form and at quarterly at Data Chats. With the assistance of Administration and leadership team, teachers will be given and assisted in located resources that is necessary to increase student achievement. Teachers will increase rigor in classroom as evident in lesson planning and weekly assessments. The leadership team will model lessons to assist teachers in increasing classroom rigor.</p>	

#### Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
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<b>File Name</b>	<b>Standards &amp; Indicator</b>	<b>Upload Date</b>
SAC-meeting-dates.docx		11/3/2017

## **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**

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
SAC_Meeting_Minutes_October-2017.doc	October	Developed	11/3/2017
SAC-meeting-dates.docx	October	Developed	11/3/2017
SAC-SAF-sign-in-October.pdf	October	Developed	11/3/2017
Sign-in-October.pdf	October	Developed	11/3/2017
SAC-ByLaws.pdf	October	SAC ByLaws	10/26/2017
SAC-October-Agenda.docx	October	Monitored	10/26/2017

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## **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.

<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
4	348	161 of 208	-348	101	202

### Goals

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

Each grade level follows a curriculum guide and map that is created by the Team Leaders and the Instructional Coaches. It is based on the grade level Florida Standards and modified to accommodate the needs of the students in that grade level. County adopted standards based materials are used to teach the standards in each curriculum area. Each week, the teams create standards based assessments to ensure students are mastering the standard taught with 70% or higher accuracy. Additionally, end of unit summative are created by the Instructional Coaches that align with the standards taught in the classroom. Lastly, teacher lesson plans are collected by Administration on a regular basis to ensure standards are being taught and documented.

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

Informational text is accessed by students in a variety of ways at Palm Cove. Students are able to access texts during their Media special each week. Our media center has a wide variety of all genres. Each student participates in a daily DEAR program before school begins each morning. Teachers provide baskets of books that include both fiction and non fiction texts for their students. Each classroom is also equipped with a full range of text choices that are tabled in their classroom library. Additionally, students have access both at school and at home to the MyOn program that provides a wide range of digital 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?**

School wide student achievement will focus on the content area of ELA. We chose this area because our our FSA ELA scores for our lowest 25% and learning gains are an area we need to improve in.

**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?**

Students be assessed weekly on a standard that was taught throughout the week. Teachers will form small ELA and Math groups based on the results of the assessment. Students will be retaught within these groups on standard that they are deficit. Students that scored 70% or above will engage in enrichment activities. Summative assessments will be given at the end of a unit. Data from the summative assessments will be evaluated at data chats with Instructional Coaches and Administration.

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

This best practice will be scaled up by teachers participating in weekly Curriculum Talks that focus on the data that is collected from students each week from Teacher Created Assessments and from the I Ready Program. Students who are not performing at 70% or above will be placed into small groups to be retaught standards. Data will also be analyzed from Summative assessments, BAS, BSA, and I Ready in quarterly Data Chats with Administration and the Instructional Coaches. I Ready Diagnostic Assessments will be given three times a year and students will work on standards based pathways for a minimum of 45 minutes each week in ELA and Math. The Instructional Coaches and RTI Facilitator will pull out small groups of students for additional support of retention students and the lowest 25%.

**Strategies & Activities**

<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
School wide ELA, Math, and Science curriculum. Administration and coaches will monitor rigor in classrooms daily.	Literacy, Science, and Math Coaches and Administration.			

# School Improvement Plan (SIP)

**School Name** Pasadena Lakes ES (2071)

**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
Pasadena PLC Unwrapping the Standards	Wednesday	1st2nd	9/13/2017 - 5/2/2018	2:10 PM - 3:10 PM	Pre K, K, 1, 2, 3, 4, 5

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## 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)**

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>
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Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 3 or more suspensions	% of students with course failure in ELA or Math	% of students level 3 in ELA or Math	% of students exhibiting 3 or more Early Warning Indicators
KG	80	26.80	3.00	20.30	20.30	3.00
1	104	16.30	1.00	20.50	20.50	1.90
2	93	17.20	1.10	19.40	19.40	4.30
3	97	12.40	1.00	24.50	24.50	4.50
4	89	13.50	3.40	31.80	31.80	4.50
5	90	18.90	2.20	44.40	44.40	15.60

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

Pasadena Lakes Elementary follows the state of Florida’s Multi-Tiered Support System (MTSS) guidelines. A Collaborative Problem Solving Team (CPST) has been established, which includes the parent(s) of any student having academic problems, as well as the student’s teacher, the School Counselor, Curriculum Facilitator, Speech-Language Pathologist, ESE Specialist, Literacy Coach, School Social Worker, School Psychologist, Autism Coach/Behaviorist and both the Assistant Principal and Principal.

Any school staff member, or a student’s parent, may identify a student as having “academic difficulties.” Once identified, the teacher completes Tier 1 information in BASIS 3.0, and asks that the student be moved to Tier 2 for appropriate interventions. At that point, a number of baseline data is analyzed, including but not limited to, STAR and I-Ready diagnostics in Reading and/or Math, Diagnostic Assessment of Reading, Early Reading Diagnostic Assessment, FAIR scores (Gr. 4 and 5), etc. Once the problem has been identified and targeted, research-based programs are put into place, depending on the student’s subject-area(s) weakness. If the Tier 2 interventions, (which are implemented with fidelity), do not help the student progress, Tier 3 interventions, with an increase in frequency and duration, are put into place. Ongoing Progress Monitoring occurs throughout the process; parents are informed via conferences and CPST meetings.

ELA/Reading weaknesses are identified as Phonemic Awareness, Phonics, Vocabulary, Fluency, Listening and Speaking and Comprehension. Some of the programmatic interventions include: Phonemic Awareness in Young Children, Road to the Code, Recipe for Reading, Phonics for Reading, Elements of Vocabulary, Vocabulary Improvement Program, Great Leaps, Quick Reads, ELL Newcomers Kits, and CRISS strategies applied with leveled readers, using both literature and informational text.

Writing weaknesses often mirror reading weaknesses. Our teachers use a variety of writing techniques such as Writer’s Workshop, the Six Traits, academic notebooks and journal writing to help increase academic performance in writing. Technology such as Promethean Boards and websites including I-Ready, STAR/AR, InSync, Starfall, Tumblebooks, Newslea and ReadWorks help our educators select reading material within a student’s Zone of Proximal Development.

Mathematics weaknesses are addressed through the use of Reflex Math, I-Ready Math, MOBY Math, and GoMath Intervention resources, which include the heavy use of math manipulatives such as Base 10 Blocks, Tangrams, etc.

Intervention groups are formed through partnerships with Nova Southeastern University, who send trained college-aged tutors to our school to work one-on-one with our students needing Reading or Mathematics assistance. These America Reads/Counts tutors also work during Pasadena’s AfterCare program. Pasadena also pairs up with Flanagan High School, which provides tutoring from trained seniors to work with third graders reading a year below grade level. The program is a year-long commitment through the Barbara Bush foundation; data is collected and analyzed through pre and post assessments. Intervention groups have also been formed for students in grades 2-5. Our 4 specials teachers meet daily with push-in groups; the Literacy Coach pushes in for ELL support with our A1 and A2 ESOL students.

**RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Tuesday Thursday	1st, 2nd, 3rd, 4th	9/5/2017 - 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.

<b>Self-Assessment Ratings</b>	
<b>Accreditation Standard</b>	<b>Overall Rating</b>

Purpose and Direction	3.0
Governance and Leadership	3.17
Teaching and Assessing for Learning	3.25
Resources and Support Systems	2.43
Using Results for Continuous Improvement	3.0

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

Pasadena strives to be the best. Our continuous monitoring plan through our bi-weekly data meetings is one approach that Pasadena Lakes utilizes to ensure that all students are receiving a strong Tier 1 instruction through a solid whole group and small group instruction that focuses on the Florida Standards in both math and reading. During these meetings, we analyze the data and discuss best practices and strategies with team members to support them with improving student achievement. All grade level teams participate in professional learning communities the first two Wednesday's of the month, in which the Florida standards are unwrapped and best practices are shared amongst team members to ensure continuity in instruction across the grade level. Additionally, two extra planning days are provided to the teachers throughout the year to plan engaging activities that support students' differentiated needs. In addition to the data meeting, SAC Cadre meetings are held with staff members on a quarterly basis to discuss ways to improve reading/writing, science, social studies, math, discipline and attendance. SAC meetings are held on a monthly basis to ensure that all stakeholders are a part of the continuous improvement Pasadena Lakes strives towards to support school and student needs.

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**

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
Self-Assessment_PLE_17-18.pdf	November	None	11/3/2017
Committee-Membership_PLE_17-18.pdf	November	None	11/3/2017
SAC-ByLaws.htm	September	SAC ByLaws	10/26/2017
SAC-Minutes-09262017.docx	September	Monitored	10/23/2017
SAC-Agenda-sign-in-sheets-9-26-17.pdf	September	Monitored	10/23/2017
SAF.pdf	September	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.

<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
4	363	141 of 208	-363	94	187

### **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 are given a copy of Florida State Standards. PLC's are conducted sharing best practices for planing lessons around the standards. Pacing guides are given to ensure that instruction follows the Florida Standards. Common formative assessments are given every three weeks to assess if students are mastering 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?**

Sharing best practices is a way for schools to scale-up in order to improve student achievement; working together gives educators opportunities to share what is already working in their schools. Pasadena Lakes Elementary School will "scale up" the following practices:

- Learning Goals and Scales will be displayed and reviewed prior to, and at the end of, lessons.
- Field Trips have been scheduled to schools both within and above our SES Band. Teachers have noted differences in instructional practices, and overall attitudes of staff and students in these schools.
- Our principal converses with other principals within our Band to share ideas to improve student achievement.
- Standards-based bulletin boards have been introduced in classrooms and in hallways.
- Administration provides consistent monitoring and feedback through iObservation and Marzano practices.
- Specific differentiated centers have been introduced in classrooms, which include interactive journal feedback which provides for student accountability.

**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?**

Pasadena Lakes Elementary currently stands in Band 4, with 363 points earned. Our rank within Band 4 is 141 (out of 208 schools).

Since the 2012-2013 school year, Reading, Writing, Math and Science scores have been unstable, but trending generally downward in Grades 3, 4 and 5; including in all ethnicities with the exeception of Hispanic females.

As such, our PLCs are focusing on ELA, because if students can't read well, they will have difficulties with Writing, content area (Science and Social Studies) text and Mathematics word problems.

**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 following BEST Practices will be scaled-up this year:

- Google Docs and Sheets have been introduced, and are used by each grade level team (including cluster teachers) to provide consistent and timely school-based monitoring in Reading and Mathematics.
- Specific feedback on instruction in each classroom is provided through I-observation, Classroom Walkthroughs, and quarterly data chats.



- School-wide strategic support for at-risk students is provided by Specials and Support staff.
- Science rotations and labs have been introduced and classes scheduled into the labs.
- Teachers will monitor Writing using monthly on-demand prompts, and recording scores in Google Sheets.
- An FSA Camp for at-risk students in Reading and Math will be implemented

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

Sharing best practices is a way for schools to scale-up in order to improve student achievement; working together gives educators opportunities to share what is already working in their schools. Pasadena Lakes Elementary School will "scale up" the following practices:

- Learning Goals and Scales will be displayed and reviewed prior to, and at the end of, lessons.
- Field Trips have been scheduled to schools both within and above our SES Band. Teachers have noted differences in instructional practices, and overall attitudes of staff and students in these schools.
- Our principal converses with other principals within our Band to share ideas to improve student achievement.
- Standards-based bulletin boards have been introduced in classrooms and in hallways.
- Administration provides consistent monitoring and feedback through iObservation and Marzano practices.
- Specific differentiated centers have been introduced in classrooms, which include interactive journal feedback which provides for student accountability.

### **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.**

The term "BEST Practice" in Broward Schools is used to describe educational practices that have been proven to work and have positive student results. The specific strategies used at Pasadena Lakes include, but are not limited to the following:

- Incorporation of the Urban Teacher Academy Program (UTAP) into school-wide activities such as Family Math Night, Science Night, Barnes and Noble Night, etc. Trained UTAP students attend Flanagan High School and partner with Pasadena Lakes, providing year-long one-on-one Reading tutoring for third graders, and assistance in Kindergarten and Second Grade Classrooms.
- Use of the America Reads/Counts program for one-on-one tutoring in Reading and Mathematics during the school day, and during AfterCare. America Reads/Counts tutors are trained college students from Nova Southeastern University, a partnership that has thrived for years between Nova and Pasadena Lakes Elementary School.
- Use of Marcia Tate and John Hattie strategies, in order to improve student engagement and afford students opportunities to take responsibility for their own learning.
- Use of Thinking Maps, graphic organizers, and other non-textual based representations, to help students at all instructional levels accomplish grade level standard assessments.
- Systematic and non-duplicative establishment of intervention groups to increase efficiency and productivity in the classroom.
- Use Test Item Specifications, DOK levels, the Continuous Cycle of Improvement and resources such as NewsELA, Readworks and I-Ready, etc., to unwrap ELA standards during PLCs and grade level meetings.
- Establishment of grade level formative and summative assessment data to drive instruction.

These academic improvements, some occurring over a period of years, and others just introduced, are giving

school faculty and staff a framework for student success. Pre and post test results have proven that individual tutoring such as Reads/Counts and UTAP effect a positive change in student acheivement. Thinking Maps, Marcia Tate and John Hattie strategies engage students and keep them interested and accountable for their learning.

# School Improvement Plan (SIP)

School Name Pembroke Lakes ES (2661)

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
PLE K, PLE 1, PLE 2, PLE 3, PLE 4, PLE 5	Wednesday Thursday	1st2nd3rd4th	8/14/2017 - 6/6/2018	2:15 PM - 3:00 PM	K, 1, 2, 3, 4, 5

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## 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)

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>
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<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	98	9.90			8.20	1.80
1	111	9.90			8.20	1.80
2	110	12.70	1.80		7.60	1.80
3	121	10.70	0.80		6.40	0.80
4	125	4.00	0.80		9.00	1.60
5	113	16.80	1.80		11.70	1.80

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

- Kindergarten: Great Leaps for phonemic awareness and phonics; handwriting without tears; IReady
- First Grade: Writing with Pictures level 1 & 2; IReady; Phonics, Fluency; Comprehension, Great Leaps for phonemic awareness;
- Second Grade: Wordly Wise; IReady for Fluency; Comprehension & Phonics, Great Leaps Phonics
- Third Grade: IReady for Fluency; Comprehension; Journeys Toolkit, Wordly Wise; Intermediate Rewards, Sundance Comprehension Strategies Kit
- Fourth Grade: Intermediate Rewards; IReady; Journeys Toolkit; Great Leaps;
- Fifth Grade: IReady; Intermediate Rewards, Vocab.com

### **RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Thursday	1st, 2nd, 3rd, 4th	8/31/2017 - 5/18/2018	7:30 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	4
Governance and Leadership	4
Teaching and Assessing for Learning	3.58
Resources and Support Systems	3.43
Using Results for Continuous Improvement	3.2
<p><b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b></p> <p>As a school, will refine the manner in which we:</p> <ul style="list-style-type: none"><li>- use varied levels of depth of knowledge during questioning</li><li>-utilize data to drive instruction</li><li>-implement appropriate interventions to close learning gaps</li><li>-provide student feedback</li><li>-implement knowledge acquired from professional development</li><li>-ensure assessments are aligned to the rigor of the standards</li></ul>	

#### Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Indicator-1.1,-1.2,-2.3-SAC-Minutes.pdf		10/23/2017
3.8-Student-Progress-In-Tuesday-Folder.png		10/23/2017
2.6-CARE-Data-Chat.pdf		10/23/2017
2.5-Weekly-Focus.pdf		10/23/2017
Indicator-5.4---Student-Learning-Gains-.pdf		10/23/2017
Indicator-5.1-Student-Assessment-Calendar.pdf		10/23/2017
Indicator-4.3---Safety-Procedures.pdf		10/23/2017
Indicator-3.10---Report-Card-and-Policy.pdf		10/23/2017
Indicator-3.12---Learning-Support-Student-List.pdf		10/23/2017
Indicator-3.9---Formal-Adult-Interaction-Schedule.pdf		10/23/2017
Indicator-3.9---Formal-Adult-Interaction-.pdf		10/23/2017
Indicator-3.8---School-to-Home-Communication.pdf		10/23/2017
Indicator-3.7---Professional-Development.pdf		10/23/2017
Indicator-4.2---Master-Schedule-.pdf		10/19/2017
Indicator-3.8---Volunteer-Options.pdf		10/19/2017
Indicator-2.2---Communication-plan-to-staff.pdf		10/19/2017

<b>File Name</b>	<b>Standards &amp; Indicator</b>	<b>Upload Date</b>
Indicator-3.5---Learning-Community-Minutes.pdf		10/19/2017
Indicator-5.3---PLC-Schedule-.pdf		10/19/2017
Indicator-3.5---Learning-Community-Calendar.pdf		10/19/2017
Indicator-3.6---Grade-Level-Expectations.pdf		10/19/2017
Indicator-3.6-Reteach-Lesson.pdf		10/19/2017
Indicator-3.8-Example-of-Communication-Remind.png		10/19/2017
Indicator-5.5---Communication-Callout.PNG		10/19/2017
Indicator-3.11---Learning-Plan-Evaluation-Tool-.pdf		10/19/2017
Indicator-4.3---Safety-Team-Information.pdf		10/19/2017
Indicator-1.3-Team-Leader-Agenda.pdf		10/16/2017
Indicator-1.1,-1.2,-SAC-Minutes.pdf		10/16/2017
Indicator-1.2-School-Purpose-evidence.pdf		10/15/2017

### **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
SAC-10.24.17-sign-in-sheet.pdf	October	A+ Funds	10/26/2017
SAF-10.24.17-sign-in-sheet.pdf	October	None	10/26/2017
2661_SAC-Agenda-10.24.2017.doc	October	A+ Funds	10/25/2017
SAF-agenda-10.24.17.docx	October	None	10/25/2017
SAF-Bylaw-Template2017.18.docx	September	SAF ByLaws	10/25/2017
09.26.17-sign-in-sheet.pdf	September	Developed	10/18/2017
Committee-Membership2017.pdf	September	None	10/15/2017
SAC.SAF-meeting-schedule-2017.docx	September	None	10/15/2017
SAC-ByLaws2017.pdf	September	SAC ByLaws	10/15/2017
2661_SAC-Agenda-09.26.2017.doc	September	Developed	10/15/2017
09.26.17-SAC-Minutes.doc	September	Developed	10/15/2017

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## 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.

<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
6	486	14 of 133	-486	29	57

## 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?**

For 15 years, Pembroke Lakes has earned an "A" rating from the State of Florida based on the Florida Standards Assessment (FSA). This success is due in part to the school's goal to increase student performance by utilizing modern technology, establishing learning communities for all stakeholders, and providing personalized educational experiences for students in grades K-5. In order to ensure classroom instruction is aligned to grade-level Florida Standards, we have monthly, vertical School Improvement Plan committee meetings, weekly collaborative planning and individual data chats. Notes from committee meetings are shared at our monthly SAC meetings, common lesson plans are shared with administration and data is collected during data chats as well as classroom observations.

**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?**

This year, we established a school resource room. Books in this room range from informational to fiction books that are leveled by BAS levels. Additionally, teachers were all given titles related to grade level social studies texts. Finally, teachers were provided with additional texts to keep in their classroom libraries for student access. Lastly, our students have access to numerous books online through BookFlix and Tumble Books.

**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 data disaggregation, the leadership team at Pembroke Lakes decided we needed to focus on English Language Arts. Our number of students showing proficiency remained unchanged from the previous year and our annual learning gains decreased by 1%.

**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?**

- >ACCEL for qualifying students
- >Integrated, standards-based ELA Block
- >Small Group Guided Reading Training followed by observation and coaching by the Literacy Coach
- >Use of Continuum of Literacy Learning
- >Accountable Talk
- >iReady Standards Assessments with Standards-Based small group instruction
- >Use of Resource room for small group and independent reading according to appropriate BAS levels
- >SIP curriculum meetings on a monthly basis to ensure vertical planning and maintain focus on school priorities and strategies for the year

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

Through professional development, observation, and coaching we will scale up the best practices described above.

**Strategies & Activities**

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
<p>(1) Implement balanced literacy to include literature and informational text, (2) Utilize book room resources and classroom libraries organized by BAS levels, (3) Differentiate classroom instruction based on formative assessments, (4) Ensure text complexity, lexiles, and close read strategies are central to lessons, (5) Reinforce skills and concepts learned in the classroom through Extended Learning Opportunities, (6) Implement C.A.R.E. Instructional Cycle, with emphasis on remediation and enrichment with fidelity, (7) Use of clearly stated learning goals accompanied by a scale and student evidence rubric, (8) Integrate interdisciplinary, authentic, project-based learning environment to include DOK levels, (9) Implement a blended learning environment that personalizes learning by differentiating the path, pace and place of learning, (10) Employ higher order questioning techniques during instruction across the curriculum, (11) Establish grade level Professional Learning Communities focused on data analysis and technology integration, (12) Implement standards-based assessments and instruction, (13) Implement guided reading groups utilizing the Continuum of Literacy Learning book, (14) Create independent reading time at appropriate BAS level, (15) Sustain collaborative learning environments as evidence in part by Accountable Talk.</p>	<p>Marsha Wagner, Lacesha Cooper, Lori Mclaughlin, Teachers (K-5)</p>	<p>6/6/2018</p>		

# School Improvement Plan (SIP)

School Name Riverland ES (0151)

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
0151_ELA_5th	Monday Tuesday Thursday	1st2nd3rd4th	8/21/2017 - 5/24/2018	2:00 PM - 3:00 PM	5
0151_ELA_4th	Monday Tuesday Thursday	1st2nd3rd4th	8/21/2017 - 5/24/2018	2:00 PM - 3:00 PM	4
0151_ELA_3rd	Monday Tuesday Thursday	1st2nd3rd4th	8/21/2017 - 5/24/2018	3:00 PM - 3:00 PM	3
0151_ELA_2nd	Monday Tuesday Thursday	1st2nd3rd4th	8/21/2017 - 5/24/2018	2:00 PM - 3:00 PM	2
0151_ELA_1st	Monday Tuesday Thursday	1st2nd3rd4th	8/21/2017 - 5/24/2018	2:00 PM - 3:00 PM	1
0151_ELA_K	Monday Tuesday Thursday	1st2nd3rd4th	8/21/2017 - 5/24/2018	2:00 PM - 3:00 PM	K

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## **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)**

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	94	20.20	1.10		25.00	7.40
1	85	16.50	4.70		31.30	7.10
2	104	14.40	1.00		36.40	4.80
3	97	11.30	1.00		37.60	8.20
4	90	15.60	2.20		47.70	10.00
5	111	12.60	3.60		41.30	7.20

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

In order to improve the academic performance of students identified by the Early Warning Indicators, Riverland employs various intervention strategies. For students who have excessive absences, our school BTIP team contacts the parents for a meeting. Parents are informed of the impact excessive absences have on academic achievement and then given the opportunity to excuse absences by providing documentation. We continue to monitor these students' attendance and when necessary, parents are provided resources to improve their child's attendance. Students who score a Level 1 on ELA FSA are assessed quarterly via the Benchmark Assessment System (BAS) in order to provide individualized instruction specific to their needs. These students are also provided with Extended Learning Opportunities (ELO), wherein students receive five additional hours per week of small group individualized instruction. Additionally, students who score Level 1 on FSA Math are provided remediation via differentiated learning centers and small group instruction.

**RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Wednesday	1st, 2nd, 3rd, 4th	8/21/2017 - 5/24/2018	11:30 AM - 2:00 PM

**BEST PRACTICE #3**

**Optimal Internal/External Relationships**

**ACCREDITATION PROCESS**

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

<b>Self-Assessment Ratings</b>	
<b>Accreditation Standard</b>	<b>Overall Rating</b>
Purpose and Direction	3.67
Governance and Leadership	3.5
Teaching and Assessing for Learning	3.42

Resources and Support Systems	3.43
Using Results for Continuous Improvement	3.0
<p><b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b></p> <p>â€œIn order to increase our overall rating, we will implement various strategies that focus on parental and community engagement, as well as the professional development of our staff. We will improve on engaging our stakeholders in our school's review and revision of our purpose statement. We can increase this participation by providing more opportunities for family involvement such as various times for Title I Parent Nights and School Advisory Council (S.A.C.). We are continuing to work with our staff and stakeholders in order to implement more ways in which we can increase engagement. â€œWe will focus on professional development on the use of media and information resources to support our school's educational programs. We have the available technology to support the services but must now improve how we evaluate and monitor the implementation of technology in our classrooms.</p>	

No Evidence/Artifacts

### SCHOOL ADVISORY COUNCIL (SAC)

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

### SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
0151_RiverlandSACByLaws_17-18.pdf	October	None	10/26/2017
2017-2018-SAC-Composition-Report.pdf	October	None	10/26/2017
0151_RiverlandSignIn_101817.pdf	October	Monitored	10/25/2017

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
0151_RiverlandSignIn_092717.pdf	September	Monitored	10/24/2017
0151_RiverlandMinutes_101817.docx	October	Monitored	10/24/2017
0151_RiverlandAgenda_101817.docx	October	Monitored	10/24/2017
0151_RiverlandMinutes_092717.docx	September	Monitored	10/24/2017
0151_SACMeetingDates_2017-2018.docx	October	Monitored	10/17/2017
0151_RiverlandAgenda_092717.docx	September	Monitored	9/27/2017

## **BEST PRACTICE #4**

### **Scaling Up BEST Practices**

### **CONTINUOUS IMPROVEMENT**

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

<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
1	340	442 of 801	-340	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?**

Riverland Elementary ensures classroom instruction is aligned to grade-level Florida Standards by strategically planning and implementing grade-level Instructional Focus Calendars (I.F.C). During weekly C.A.R.E. meetings, teachers work collaboratively to develop lessons aligned to grade-level Florida Standards that will provide students with continuous opportunities to interact with rigorous tasks. Data collected from assessments aligned to grade-level standards, such as i-Ready Diagnostics, that are consistent with formative assessments gathered in the classroom serve as evidence that instruction is aligned to grade-level standards.

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

Riverland Elementary was one of only 37 schools awarded the Digital 5 Grant in 2014, which provides all 5<sup>th</sup> grade students with a laptop computer for use at both school and home for instruction in a blended learning environment. Additionally, students in 3<sup>rd</sup> and 4<sup>th</sup> grade have access to a laptop computer in the classroom at a one-to-one ratio. This digital access serves as another medium for students to access to informational texts for each context area in addition to using texts from core, supplemental, and intervention programs.

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

As evidenced in the SES Band Data, the content area in need of most improvement is math. While Riverland Elementary's math proficiency increased by five percent, the lowest quartile learning gains in this content area showed a decrease by eight percent for 2016-2017. This data demonstrates that this content area needs to be focused on for improvement with focused attention on the lowest quartile.

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

The BEST Practice that will be implemented to improve teaching and learning is the implementation of math standards-based centers. This practice will emphasize a focus on student work and how it will drive instruction. The implementation of Instructional Focus Calendars (I.F.C.) will continue to be a BEST Practice that will be scaled up. This implementation allows the continuous enrichment and remediation of standards-based instruction.

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

This BEST Practice will be scaled up through our C.A.R.E. meetings, along with professional development that will focus on effective student center work analysis and standards-based centers. Teachers may also work collaboratively to observe implementation of centers in different grade levels.

# School Improvement Plan (SIP)

School Name Silver Palms ES (3491)

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
Silver Palms 2017-18 PLCs	Tuesday	2nd4th	9/12/2017 - 5/22/2018	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

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## 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)

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>
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Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	106	4.20	1.10	3.40	30.60	2.80
1	95	7.40	1.10		30.60	5.30
2	104	1.90			10.80	
3	128	5.50			22.40	1.60
4	102	2.90	1.00		20.40	
5	127	8.70			19.20	3.90

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

In an effort to improve the academic performance of the students identified by the early warning system, the following intervention strategies will be employed:

- \* Letter Names and Sounds Fluency Drills
- \* Quick Reads
- \* i-Ready
- \* Literacy Tool Kit
- \* Reading Tool Kit
- \* i ReadyTools for Instruction
- \* i Ready Tool Kit
- \* Elements of Reading K-3
- \* Foundations Kindergarten
- \* Leveled Literacy Intervention (LLI) 1-2
- \* Words Their Way 1-3

**RtI Team Meeting Schedule**

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<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Wednesday	2nd, 3rd, 4th	9/13/2017 - 5/23/2018	8:30 AM - 2:00 PM

### **BEST PRACTICE #3**

#### **Optimal Internal/External Relationships**

#### **ACCREDITATION PROCESS**

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

<b>Self-Assessment Ratings</b>	
<b>Accreditation Standard</b>	<b>Overall Rating</b>
Purpose and Direction	3.67
Governance and Leadership	3.5
Teaching and Assessing for Learning	3.0
Resources and Support Systems	3.14
Using Results for Continuous Improvement	3.0

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

In the area of Teaching and Assessing for Learning, one area of weakness is how teachers engage students in learning through the use of effective instructional strategies that ensure learning gains. In order to improve in

this area, the faculty will continue to participate in targeted professional development which focusses on aligning lesson to the specific areas of student deficiencies as demonstrated by various data, as well as participating in Professional Learning Communities within each grade level.

No Evidence/Artifacts

## **SCHOOL ADVISORY COUNCIL (SAC)**

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

### **SAC Upload Center**

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
Self-Assessment-AdvanEd-2017_18.pdf	October	None	11/3/2017
SAF_BYLAWS_2017_18.pdf	October	SAF ByLaws	10/26/2017
October_Agenda_Sign_In_Minutes_SPE.pdf	October	Monitored	10/19/2017
SAC_ByLaws_2018.pdf	October	SAC ByLaws	10/19/2017
September_Agenda_Sign_In_Minutes_SPE.pdf	October	Monitored	10/19/2017

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## **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.

<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
7	418	91 of 125	1	100	200

## Goals

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

To ensure classroom instruction is aligned to grade-level Florida Standards, our school conducts weekly grade-level meetings, monthly team leader meetings, quarterly data chats with each individual classroom teacher, and ongoing professional development opportunities both on-site and off-site. Classroom instruction is aligned to grade level standards as evidenced by team meeting agendas, teacher-created lesson plans, iReady program checkpoints.

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

The school ensures students have access to informational text through a variety of mediums such as non-fiction leveled reader, newsELA.com, iReady, ReadWorks.com, Scholastic News magazines, and Newspapers in Education.

**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?**

Silver Palms Elementary has 65% of students scoring satisfactory or higher on the ELA Florida Standards Assessment (FSA), 77% on the Math FSA, and 55% on the Science FSA. The 2016-17 FSA Reading Points for Gain was 61%, and Math Points for Gain 74%. The 2016-17 FSA Reading Gains for Lowest 25% was 53% and Math Gains for Lowest 25% was 48%. Based on these results, we will focus on the area of ELA and Math to demonstrate improvement in student achievement, with emphasis on the lowest 25%.

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

Increased focus on Small Group Guided Reading and targeted small group for the Lowest 25% in Math. Utilize the Benchmark Assessment System to track and inform instruction for the lowest 25% in ELA, and math post-tests to monitor and track the lowest 25% in Math. Using this data we will form reteach groups based on the lowest standards.

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

Focused PLCs in ELA on Small Group Guided Reading (Administering the BAS, forming small groups, identifying teaching targets, etc.).  
 Focus in Math through District Professional Development on-site and off-site.

**Strategies & Activities**

Strategies	Persons responsible	Deadline	Professional Development	Budget
Supplementary instructional support for students exhibiting early indicator warnings in ELA and Math.	Irina Shearer	4/30/2018	Staff Professional Development through PLCs and professional development from the District's Math Department .	\$3,500.00