

# School Improvement Plan (SIP)

School Name Broadview ES (0811)

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
0811-ELASpecials	Tuesday Wednesday	1st2nd3rd4th5th	9/6/2017 - 5/8/2018	3:15 PM - 4:00 PM	K, 1, 2, 3, 4, 5
0811-ELA5	Tuesday Wednesday	1st2nd3rd4th5th	9/6/2017 - 5/8/2018	3:15 PM - 4:00 PM	5
0811-ELA4	Tuesday Wednesday	1st2nd3rd4th5th	9/6/2017 - 5/8/2018	3:15 PM - 4:00 PM	4
0811-ELA3	Tuesday Wednesday	1st2nd3rd4th5th	9/6/2017 - 5/8/2018	3:15 PM - 4:00 PM	3
0811-ELA2	Tuesday Wednesday	1st2nd3rd4th5th	9/6/2017 - 5/8/2018	3:15 PM - 4:00 PM	2
0811-ELA1	Tuesday Wednesday	1st2nd3rd4th5th	9/6/2017 - 5/8/2018	3:15 PM - 4:00 PM	1
0811ELAPRK	Tuesday Wednesday	1st2nd3rd4th5th	9/6/2017 - 5/8/2018	3:15 PM - 4:00 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	104	23.10	2.90		30.80	11.50
1	120	21.70	4.20		29.20	8.30
2	142	11.30	2.10		17.60	4.90
3	155	11.60	2.60		33.30	7.10
4	163	12.30	4.30		40.50	8.00
5	143	11.20	1.40		43.80	7.70

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

Some interventions we employ to improve the academic performance of students include:

- ELA school wide intervention hour from 8:15 a.m.- 9:15 a.m embedding grade specific interventions
- Common school-wide intervention time (CARE) using the "Walk to Read" method.
- Identify Tier 2 and Tier 3 intervention teachers to provide additional assistance
- Use of Fountas and Pinnell Benchmark Assessment System, letter names and sounds and beginning of the year assessments for reading and math, Pre-requisite test for math, and iReady diagnostic data for all grades to identify student areas of weaknesses.
- Monitoring of student attendance.
- Implementation of tier interventions in ELA and Math.
- Monthly grade level meetings with RTI facilitator to analyze student data and progress monitor to further determine student needs.
- Monthly CPST meetings with parents to communicate and analyze progress monitoring data.
- Monthly LEAPs focus and weekly implementation to target social and emotional needs of students.

All intervention programs utilized for ELA are:

- Foundations
- Wilson Reading
- Just Words
- Phonics for Reading
- Quick Reads
- QAR
- Words Their Way
- Elements of Reading
- NewsELA
- LLI
- iReady (supplemental)

All intervention programs used for Math are:

- iReady (supplemental)
- Touch Math
- Number World
- Performance Coach

### **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	9/4/2017 - 6/6/2018	8:30 AM - 2:00 PM

## Optimal Internal/External Relationships

### ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	2.8
Teaching and Assessing for Learning	2.9
Resources and Support Systems	3.0
Using Results for Continuous Improvement	3.0

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

Purpose and Direction: To increase our overall rating we will continue to utilize communication strategies such as:

- Remind application to convey information to parents about current events.
- ParentLink to inform parents about current events.
- Monthly parent newsletter to communicate student expectations and performance data to all stakeholders.
- Monthly SAC and PTO meetings to include opportunities for stake holder(s) input/ conversation to increase student achievement.
- Monthly parent nights to support parents with strategies to assist with increasing student achievement.
- Broad "View" Point is used as an internal newsletter to communicate with teachers on a monthly basis to inform them of events, best practices, and administrative reflections.

Governance and Leadership:

- Leadership will continue to engage stakeholders effectively in support of the school's purpose and direction by providing opportunities at SAC meetings, parent nights, PTO meetings, conferences and parent concern forms.
- Leadership will continue to provide relevant and monthly feedback regarding instructional practices and classroom environments.
- Leadership is providing monthly professional development to improve teacher pedagogical practices to increase student achievement.
- Leadership is actively involved in grade level Professional Learning Community (PLC's) meetings, collaborating and providing teachers with support to impact the quality of student learning.
- Professional Learning Community (PLCs) will be held on a weekly basis to discuss Curriculum, Assessment, Remediation, and Enrichment
- A curriculum council with representation from all grade levels has been established to facilitate faculty and staff working as a system focused on student learning.

#### Teaching and Assessing for Learning

- Implementation of grade level SWAG (Student With Academic Goals) folders that give students the opportunity to track their learning progress and create personal academic goals.
- Classroom teachers and students are utilizing learning goals and performance scales to allow them to focus on the progression of instruction and student learning.
- Science is being implemented in all subject areas through a grade level curriculum planning frame.
- Standard based rigorous centers as well as foundational centers are being utilized to practice and deepen student knowledge.

#### Resources and Support Systems:

- Support staff provides assistance through modeling, co-teaching, observation and feedback, leading professional development to teachers.
- Support staff analyzes data and provides feedback and organizes resources to further support teachers and students in the classroom.
- Research lab is being utilized by all grade levels engaging in research based projects in all content areas.
- Increase in student interaction and utilization of technology through classroom computers and computer carts.

#### Using Results for Continuous Improvement:

- Utilizing data to track trends in strengths and student weaknesses for all standardized assessments.
- Data results are used to continuously revise instruction to increase student achievement.
- Support staff analyzes data and collaborates with teachers to provide resources based on student(s) 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

File Name	Meeting Month	Document Type	Uploaded Date
0811_SAF_Sign_In.pdf	October	A+ Funds	11/3/2017
0811_SAC_Composition_Report_2017.pdf	October	SAC ByLaws	10/16/2017
0811_AgendaMinutesSignin_10122017.pdf	October	SAC ByLaws	10/16/2017
0811_SAF_Bylaws_10_12_2017.pdf	October	SAF ByLaws	10/12/2017
0811_SAC_Bylaws_10_12_2017.pdf	October	SAC ByLaws	10/12/2017
0811_Monthly_Meeting_10_12_2017.pdf	October	Developed	10/12/2017
0811_agendaminutessignin_09_28_2017.pdf	October	None	10/2/2017

## BEST PRACTICE #4

### Scaling Up BEST Practices

### CONTINUOUS IMPROVEMENT

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

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

<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>
2	337	90 of 138	1	93	185

## Goals

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

The curriculum team (Administration, Literacy Coach and Team Leads) meets prior to the end of the school year to develop a school-wide annual Instructional Focus Calendar for the upcoming year. The IFC is developed to adhere to specific district mandate per grade level Florida Standards.

The evidence that is collected to ensure that classroom instruction is aligned to grade-level Standards is as follows:

Monthly formatives are administered to students; teachers meet on a weekly basis during their PLC hour to discuss data collectively in order to look at strengths and weaknesses; Teachers then input scores into the school's database. Scores are monitored by administrators and Literacy coach.

The provided data is used to tailor support provided by para professionals.

### **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?**

Broadview ensures students have access to informational text for each content area in a variety of mediums via the following:

-District approved ELA resources such as NewsELA (differentiated assignments based on Lexie levels); iReady (specific to student's needs).

Broadview also has a book/resource room that provides students' access to informational text for each content area for grades K-5.

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

For the 2017-2018 school year, ELA is the focus for improving student achievement. On the 2017 Florida Standards Assessment (FSA), students in 3rd, 4th and 5th, earned 37% proficiency, increasing 22 points for our bottom quartile. The goal is not just to improve learning gains, and reduce the lowest 25% percentile, but to improve overall proficiency to 45% or higher. This area was chosen because our proficiency dropped from 42% in the 2016-2017, to 37% and we are currently on the

lowest 300 performing schools list for the state of Florida.

**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?**

- 1.) High Quality Instruction through Balanced Literacy (Guided Reading, Classroom libraries, Interactive Read Alouds, Shared Reading and Writing). Alignment of instruction to adopted state standards using rigorous materials such as Ready and Coach materials.
- 2.) Authentic PLC's - assessment driven planning, shared collaboration, alignment with State standards and appropriate level of Rigor using the CARE cycle on a monthly basis.
- 3.) Dial in on the lowest quartile and third grade retentions - Leveled Literacy Intervention (LLI), Foundations, and Phonics for Reading.

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

Grade level teams will meet in PLC meetings to analyze and apply data from multiple assessments to diagnose students' learning needs, and drive the learning progress as well as plan and sequence instruction for students to achieve mastery. Utilizing learning scales and rubrics, students will monitor their individual level of understanding on a daily basis until they achieve their end goal.

Students will be held accountable for their individual progress, utilizing the SWAG folder (Students With Academic Goals) Students will track and reflect on their achievements using this tool. Students will be responsible for writing and monitoring their personal academic goal.

Grade level teams, will continue to implement walk to read during designated school wide CARE time which focuses on remediation and enrichment.



# School Improvement Plan (SIP)

**School Name** Castle Hill ES (1461)

**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
Castle Hill Elementary Early Literacy	Thursday		10/12/2017 - 5/24/2018	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	102	26.50	0.00	10.00	37.80	5.30
1	94	23.40	2.10		37.80	5.30
2	81	18.50	1.20		40.90	3.70
3	103	17.50	3.90		44.30	10.70
4	82	22.00	2.40		48.50	11.00
5	104	14.40	1.90		40.00	5.80

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

Student data will be reviewed weekly by the grade level teachers during meetings to identify students that need additional interventions for ELA and math. This will be based on the students deficiencies from diagnostic assessments. Programs such as LLI will be used as an intervention. In addition, teachers will participate in Professional Learning Communities to collaborate on data. Students that are not responding to the Tier 1 interventions will be evaluated further during data chats with the principal. Further evaluation of the student's data will be addressed during RTI meeting to determine Tier 2 and Tier 3 interventions. The team will make recommendations based on the individual needs of the student.

**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, 3rd	10/4/2017 - 5/16/2018	8:30 AM - 1:00 PM

## BEST PRACTICE #3

### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.33
Governance and Leadership	3.17
Teaching and Assessing for Learning	2.92
Resources and Support Systems	2.86
Using Results for Continuous Improvement	2.8

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

In order to increase our overall rating Castle Hill Elementary School will engage in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. The staff reviews the mission goals and beliefs through scheduled meetings and feedback. Policies and practices are systematically will be in place to promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. The leadership team meets regularly to discuss the school goals. Immediate changes to the curriculum and instruction are made based on feedback. We will continue to develop a collaborative community with our weekly Professional Learning Communities.

Curriculum, instruction, and assessment will monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. Through our PLCs teachers collaborate on best practices and strategies. Formative data is collected and monitored on a on going bi-weekly cycle.

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. However resources are limited for technology resources. In addition, funds for support staff are limited but needed. We are currently working toward increasing our technology support through a plan of action to fill the technology gap by using funds from various sources over a two year period to accomplish our goal.

The school has established and maintains a clearly defined and comprehensive student assessment system. A scheduled assessment cycle has been developed to monitor continuous progress. Teachers review weekly data and align the instruction. Students that do not master the standards are remediated and reassessed. The school improvement goals are to improve literacy, math and science performance levels through the balanced literacy model.

**Leadership visibility:** Administration will be more visible throughout the campus, conversing with students and caregivers, and teachers and staff. Observations, formal and informal will be consistent. Leadership will collaborate with the Support Staff and other stakeholders to create goals and to consistently work on them.

**Data chats:** Administration and support staff will work with teachers by grade level. Professional development trainings, best practices, and strategies will be supplied for teacher usage in the classroom. Student data will be discussed and plans will be put into place to target those areas of improvement or strengthen those areas in good standing.

**Incentives:** Administration will provide incentives for teachers and staff and students to boost the morale of the school.

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
CHESelfassessment1718.pdf	November	A+ Funds	11/3/2017

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
CHE-SAC-BYLAWS.pdf	November	SAC ByLaws	11/3/2017
CHE-Composition-Report-.pdf	November	None	11/3/2017
SACsigninsheetOct17.pdf	October	Monitored	10/23/2017
SAF20172018meetingdates.docx	October	Monitored	10/19/2017
SAC20172018MeetingDates.docx	October	Monitored	10/19/2017
CastleHillElementaryOctober2017SACMeetingMinutes.docx	October	Monitored	10/19/2017
Castle-Hill-Elem.-SAC-Mtg-Agenda--October.docx	October	Monitored	10/19/2017

## **BEST PRACTICE #4**

### **Scaling Up BEST Practices**

### **CONTINUOUS IMPROVEMENT**

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

<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	370	319 of 801	-370	74	147

## Goals

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

The school ensures classroom instruction is aligned to grade-level Florida Standards by creating a schoolwide Instructional Focus Calendar that all teachers should use as a guide in order to teach all students the necessary standards. Teachers must include the standards they are teaching in their lesson plan books and are encouraged to use resources for deconstructing the standards. The teachers are responsible for displaying the standards they are teaching each day on their board configuration and administration monitors to see that teachers are using standards based centers and activities. The teachers are also given resources by the literacy coach to use in ensuring that the Florida Standards are being taught.

### **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 students at Castle Hill Elementary visit the Media Center 1-2 times per week. During instruction in the Media Center, students are given access to a variety of texts and genres, including informational texts. Those students have the opportunity to check out informational texts. The school also has a book room, which is available as a resource to all teachers in the school. The book room has a variety of books on all levels, including guided reading material arranged by academic reading level. The teachers can check out books daily for their small group and whole group instruction, as well as for students to read independently.

### **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, Reading is the content area that will be focused on for improving student achievement because it aligns to the district's strategic plan. While Castle Hill continues to show growth, the school's FSA, BSA, BAS, and i-Ready data suggests that Reading is the main area that needs 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?**

The Professional Learning Communities will be used strategically to meet the specific needs of the instructional staff. The needs will be determined based upon the observation of Administration & Literacy Coach, data, and interests and concerns shared by the teachers.

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

The teachers will receive information about making PLCs an Optimal Learning Environment. For example, norms, agendas, expectations, roles, and appropriate topics of discussion will be explained. Also, teams will be given the opportunity to identify their strengths and weaknesses. Based upon the information obtained from

this inventory, teams will be strategically placed with other teams that may have strengths in areas where they have weakness to help build capacity.

**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.**

All teachers in grades K-5 utilized the Leveled Literacy Intervention program to help improve the reading levels of the lowest performing students. Using this program daily with fidelity for a minimum of 30 to 45 minutes daily help the students to show growth. Additionally, the entire school used i-Ready daily for a minimum of 45 minutes or more per week for instruction based upon their their initial diagnosed level. Castle Hill focused on the use of small group instruction and standards aligned centers in order to be strategic.

**Strategies & Activities**

Strategies	Persons responsible	Deadline	Professional Development	Budget
Balanced Literacy, Small Group, Leveled Literacy Intervention, PLCs, After School Tutoring Camp, Professional Development	Administration, Literacy Coach	6/8/2018	Use of the Continuum, Balanced Literacy, Small Group Instruction	Accountability Funds

# School Improvement Plan (SIP)

School Name Coconut Palm ES (3741)

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
3741_Behavior_Cluster	Tuesday	2nd4th	8/14/2017 - 5/15/2018	2:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5
3741_ELA_K	Tuesday	2nd4th	8/14/2017 - 5/15/2018	2:00 PM - 3:00 PM	K
3741_ELA_1	Tuesday	2nd4th	8/14/2017 - 5/15/2018	2:00 PM - 3:00 PM	1
3741_Math_2	Tuesday	2nd4th	8/14/2017 - 5/15/2018	2:00 PM - 3:00 PM	2
3741_ELA_3	Tuesday	2nd4th	8/14/2017 - 5/15/2018	2:00 PM - 3:00 PM	3
3741_Writing_4	Tuesday	2nd4th	8/14/2017 - 5/15/2018	2:00 PM - 3:00 PM	4
3741_ELA_5	Tuesday	2nd4th	8/14/2017 - 5/15/2018	2:30 PM - 3:00 PM	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)

Data For: 2016-2017 (Last updated: 8/29/2017)						
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KG	132	12.10			40.40	4.50
1	147	14.30			27.20	6.10
2	142	13.40	0.70		18.10	3.50
3	182	4.90	3.80		32.10	4.90
4	140	14.30			25.80	2.90
5	175	6.90	1.70		34.20	2.90

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

Benchmark Assessment System (BAS) used quarterly  
 Materials used: I-Ready, Leveled Literacy Intervention(LLI), Write-In Readers  
 Support staff push in to assist with lowest 30% percent of students in grades 3-5

### RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	8/30/2017 - 5/30/2018	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	3.5
Teaching and Assessing for Learning	3.25
Resources and Support Systems	3.43
Using Results for Continuous Improvement	3.0

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

We will have our website updated regularly with monthly grade level newsletters and school happenings. We will use parent links and a text messaging app (remind) to inform parents of events going on at the school. We will hold grade level Professional Learning Communities (PLCs) to go over data and standards.

No Evidence/Artifacts

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

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

### **SAC Upload Center**

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
3741_SAC-SAF_signin_10-17.pdf	October	None	11/3/2017
3741_SAFagenda10-19-17.pdf	October	SAF ByLaws	10/20/2017
9_27_17-sign-in-.pdf	October	None	10/20/2017
3741_SACcomposition17-18.docx	October	None	10/19/2017
3741_SACbylaws17-18.html	October	SAC ByLaws	10/19/2017
3741_SAFminutes_10-19-17.docx	October	SAF ByLaws	10/19/2017
3741_minutes_10-19-17.docx	October	Monitored	10/19/2017

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
3741_agenda_10-19-17.docx	October	Monitored	10/19/2017
3741_minutes_9-27-17.docx	October	Developed	10/17/2017
3741_selfassessment.pdf	October	Developed	10/17/2017
3741_agenda_9-27-17.docx	October	Developed	10/8/2017

## **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>
5	364	104 of 131	5	115	229

### **Strategies & Activities**

<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
Teachers will use Leveled Literacy Intervention (LLI), I-Ready, and/or Soar to Success. Title 1 money paid for these additional programs.		6/7/2018	Teachers will be trained as needed.	

Strategies	Persons responsible	Deadline	Professional Development	Budget
Push In	Support Staff	6/7/2018		\$0.00
FSA Camp	Reading Coach	3/23/2018		unknown amount at this time
	4th and 5th grade teachers	6/7/2018	Workshop for Canvas	\$0.00
PLCs per grade level	all teachers and support staff	5/15/2018		\$0.00

# School Improvement Plan (SIP)

School Name Coral Cove ES (2011)

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
Performance Scales and Learning Goals- Math	Thursday	2nd4th	9/18/2017 - 6/8/2018	2:15 PM - 3:00 PM	K
Performance Scales and Learning Goals- Math	Tuesday	1st3rd	9/18/2017 - 6/8/2018	2:15 PM - 3:00 PM	3
Performance Scales and Learning Goals- Math	Thursday	1st3rd	9/18/2017 - 6/7/2018	2:15 PM - 3:00 PM	1
Performance Scales and Learning Goals- Math	Monday	1st3rd	9/18/2017 - 6/7/2018	2:15 PM - 3:00 PM	5
Performance Scales and Learning Goals- Math	Tuesday	2nd4th	9/18/2017 - 6/7/2018	2:15 PM - 3:00 PM	2
Performance Scales and Learning Goals- Math	Monday	2nd4th	9/18/2017 - 6/7/2018	2:15 PM - 3:00 PM	4

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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	17.40			5.20	
1	125	6.40			20.00	0.80
2	142	11.30			12.90	2.80
3	179	7.80	0.60		16.90	3.90
4	162	8.00			17.00	1.90
5	154	11.00	0.60		24.80	1.90

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

Students identified as needing Tier 2 and 3 interventions receive daily double and triple dose of targeted instruction utilizing interventions from the District's Struggling Reader and Math Charts. The Reading interventions include Journeys Write in Reader, English Language Learner Resources, Literacy Tool Kit, Leveled Literacy Intervention (LLI), and iStation (K-1). The Math interventions include the Go Math Strategic Intensive Guide, Go Math Intensive Intervention Skill Packs, iStation (K-1), Engage NY, Learnzillion, Khan Academy, Tenmarks, BSA assessments, Study Island and Schoolcity.

## RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	9/26/2017 - 6/5/2018	8:00 AM - 1:30 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	4.0
Governance and Leadership	3.67
Teaching and Assessing for Learning	3.42
Resources and Support Systems	3.0
Using Results for Continuous Improvement	3.4



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

Our school has began several initiatives to increase parental involvement, student achievement, and community engagement. Coral Cove has planned a schedule of informational meetings with the principal. These meetings are designed to increase the understanding of the goals and challenges of the school. Also, Coral Cove has increased the amount of digital resources to increase student learning and achievement.

### Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Parent-and-Family-Engagement-Plan.pdf		10/13/2017

### 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-Sign-In-Sheet-9.27.17.pdf	November	None	11/3/2017
SAF-Minutes-9.27.17.pdf	November	None	11/3/2017
SAC-Bylaws-17-18.pdf	December	SAC ByLaws	11/3/2017
Coral-Cove-SAC-Meeting-10.25.17.pdf	October	Monitored	10/26/2017
Coral-Cove-SAC-Meeting-9.27.17.pdf	October	Developed	10/19/2017

File Name	Meeting Month	Document Type	Uploaded Date
DIAGNOSTIC-ASSIST-ASSESS.pdf	October	Monitored	10/19/2017

## BEST PRACTICE #4

### Scaling Up BEST Practices

### CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
6	454	31 of 133	-454	45	89

### Goals

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

In order to ensure classroom instruction is aligned to grade-level Florida Standards, our teachers and administration participate in Authentic PLCs. During our PLC time, we analyze data and ensure that the curriculum is aligned to the standards.

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

In order to ensure that students have access to informational text for each content area in a variety of mediums, we monitor student progress frequently. Students are then able to visit the school library/classroom

library and select material on their level.

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

Math will be the content area of focus, in order to improve student achievement. Our FSA data indicates that this is an area of growth for us to focus on as a school.

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

Coral Cove Elementary will be scaling up BEST Practice #1: Authentic and Focused PLCs. The grade levels and administration will meet to collaborate on best practices and create grade specific learning goals. It will be a focus of the meetings to ensure the learning goals are aligned to state standards.

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

Coral Cove Elementary will be scaling up BEST Practice #1: Authentic and Focused PLCs. The grade levels and administration will meet to collaborate on best practices and create grade specific learning goals. It will be a focus of the meetings to ensure the learning goals are aligned to state standards.

**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.**

Results are not yet complete for the 2017-2018 school year.

# School Improvement Plan (SIP)

School Name Dolphin Bay ES (3751)

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
Dolphin Bay Elementary	Tuesday	1st	10/3/2017 - 5/1/2018	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	125	20.80	6.0	17.0	17.0	2.0
1	114	12.30	1.80		24.30	1.80
2	138	11.60	0.70		16.70	1.40
3	142	4.90	1.40		24.20	1.40
4	145	7.60	1.40		16.10	3.40
5	143	6.30	1.40		20.10	1.40

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

We will use the following Intervention Strategies to address the needs of the students evidenced by the Early Warning Indicators: small group instruction, scaffolding instruction, activating prior knowledge, modeling and demonstrating skills and concepts, providing specific performance feedback, progress monitor students, peer/buddy tutor, center activities aligned to the rigor of the standards, graphic organizers/thinking maps, and technology.

**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, 3rd, 4th	10/23/2017 - 5/21/2018	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	3.33
Governance and Leadership	2.83
Teaching and Assessing for Learning	2.67
Resources and Support Systems	2.57
Using Results for Continuous Improvement	2.4
<p><b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b></p> <p>A school-wide Instructional Focus Calendar has been implemented for ELA, using Specific iReady materials aligned to Florida standards. Interim assessments within the iReady program with used for progress monitoring. PLC's will review iReady data in order to identify strenghts and weaknesses in order to remediate and enrich students. Teachers will particiapte monthly in data chats with the principal and support staff looking at Tier 1 data in order to make instructioanl decisions. Push in teachers will work with identified Bottom quartile students in the areas of reading and math. Data on these students will be examined to monitor progress and make adjustments to instruction. Teachers are involved in professional development in order to assess students and use assessment data in order to drive instruction. They are also involved in professiona development in order to have effective centers aligned to standards.</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
Dolphin-Bay-Elementary-School-SAC-Composition-Report-17-18.pdf	November	None	11/2/2017
A+-ballot-results.pdf	October	A+ Funds	11/2/2017
self-assessment-2017.pdf	November	Developed	11/2/2017
SAF-agenda_sign_bylaw-10_17.pdf	October	SAF ByLaws	10/31/2017
SAC-10_17-signin_agenda_min.pdf	October	A+ Funds	10/31/2017
SAF-agenda_sign-09_25.pdf	October	None	10/19/2017
SAC-09_17-signin_agenda.pdf	October	SAC ByLaws	10/19/2017
SAC-09_17-signin_agenda.pdf	October	Developed	10/19/2017

## Scaling Up BEST Practices

### CONTINUOUS IMPROVEMENT

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

<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	470	24 of 133	3	37	73

### Goals

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

Grade levels meet weekly during PLC meetings to align lesson plans with curriculum and assessments, analyze student data, and discuss instructional strategies to best meet student needs. PLC meetings are Data driven and follow the CARE model to offer remediation and enrichment for students, support the Florida Standards, and ensure rigor to provide the optimum learning experiences for students.

**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?**

Canvas is a key digital resource that supports a blended and personalized learning environment as it provides individual student and teacher access to instructional content, communication and collaboration tools, and assessments that can be customized and directed to meet individual student needs including English Language learners and students with disabilities. Canvas provides schools/teachers an opportunity to access an extensive library of digital resources and allows teachers to build a bank of varied complex texts to pair with the conceptual topics units of study and essential questions across all content areas beyond the current readily available ancillary materials included in current textbook adoptions.

SLE provided each classroom grades K-5 with a library comprised of trade books of informational text for each content area.



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

As evidenced in the SES Band Data, learning gains in ELA and Mathematics will be the focus for improving student achievement. Learning gains in ELA and Mathematics will be the focus because the students need to make learning gains in order to increase their achievement level and earning proficiency on the FSA.

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

The BEST practice will be scaled-up as follows:

Designated monthly Data Chat meetings with administration and support staff

Weekly PLC meetings focusing on the alignment of standards and practices.

Instructional Focus calendar (Math, ELA, Science)

using iReady diagnostic assessments at interval times throughout the year to assist with diagnosis and progress monitoring

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

1. A school-wide Instructional Focus Calendar has been implemented for ELA, using Specific iReady materials aligned to Florida standards.
2. Interim assessments within the iReady program will be used for progress monitoring.
3. PLC's will review iReady data in order to identify strengths and weaknesses in order to remediate and enrich students.
4. Teachers will participate monthly in data chats with the principal and support staff looking at Tier 1 data in order to make instructional decisions.
5. Push in/pull out/academic enrichment camps will be implemented with students identified in the Bottom quartile in the areas of reading and math. Data on these students will be examined to monitor progress and make adjustments to instruction.
6. Teachers are involved in professional development in order to assess students and use assessment data in order to drive instruction. They are also involved in professional development in order to have effective centers aligned to standards.

**Strategies & Activities**

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
<p>The strategies and/or activities that we will use to upscale are as follows: Implement a school-wide Instructional Focus Calendar for ELA using Specific iReady materials aligned to Florida standards, utilize Interim Assessments within the I-Ready program to progress monitor, develop PLC's focused on reviewing I-Ready data in order to identify strengths and weaknesses in order to modify instruction and remediate and enrich students, Teachers will participate monthly in data chats with the principal and support staff focused on looking at Tier 1 data in order to make instructional decisions, Push in/pull out/academic enrichment camps will be implemented with students identified in the bottom quartile in the areas of reading and math, teachers will be involved in professional development in order to assess students and use assessment data in order to drive instruction and to have effective centers and small group instruction aligned to standards.</p>	<p>Sandra Nelson, Principal</p>	<p>6/6/2018</p>	<p>I-Ready, BAS, Responsive Literacy, DBQ's</p>	<p>Accountability Funds</p>

# School Improvement Plan (SIP)

School Name Fairway ES (1641)

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
Fairway PLC's	Tuesday	2nd4th	10/24/2017 - 5/22/2018	10:45 AM - 11:55 AM	5
Fairway PLC's	Tuesday	2nd4th	10/24/2017 - 5/22/2018	9:30 AM - 10:40 AM	3
Fairway PLC's	Tuesday	2nd4th	10/24/2017 - 5/22/2018	12:25 AM - 1:35 AM	4
Fairway PLC's	Tuesday	2nd4th	10/10/2017 - 5/22/2018	2:10 AM - 3:10 AM	K, 1, 2

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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	99	30.30	1.00		39.80	14.10
1	123	22.00	5.70		28.40	8.10
2	116	25.00	3.40		31.90	8.60
3	143	17.50	3.50		31.10	8.40
4	98	29.60	2.00		34.60	10.20
5	102	11.80	1.00		41.10	7.80

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

- Student Attendance is monitor closely and referrals are submitted to social worker as needed.
- Behavior infractions are monitor on a daily basis- Assemblies, School rules and matrix are employed as intervention discipline.
- Course Performance academics is monitor to provide classroom intervention, refer to RtI and provide reinforcement.
- Patterns that emerge from the data at individual classroom are monitor and addressed
- Track outcome of interventions frequently.
- Parental involvement is made a priority.

**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	1st, 4th	10/4/2017 - 5/2/2018	8:30 AM - 11:00 AM

### **BEST PRACTICE #3**

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

#### **ACCREDITATION PROCESS**

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

<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	2.67
Resources and Support Systems	2.71
Using Results for Continuous Improvement	2.8
<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

File Name	Meeting Month	Document Type	Uploaded Date
1641_10192016_SAC-ByLaws.pdf	November	A+ Funds	11/3/2017
SAF.Sign.In.10.23.17.pdf	October	A+ Funds	11/3/2017
SAF-Agenda-10-23.docx	October	A+ Funds	11/3/2017
SAC.Meeting.Sept.26.pdf	November	A+ Funds	11/3/2017
SAC.Sign.In.Oct.23.pdf	October	A+ Funds	11/3/2017
SAC-Meetings-2017-2018.pdf	September	Approved	11/3/2017
Compact.pdf	September	Developed	11/3/2017
SAC-flyer-1.docx	October	Developed	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.

<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>
2	335	92 of 138	1	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?**

The school ensures that classroom instruction is aligned to grade-level Florida Standards by using the test specifications created. Also through the strategy of deconstructing the standards students are introduced to all components of the standards. Evidence that is collected to ensure that classroom instruction is aligned to grade level standards are the common formative assessments (School City) and the iReady assessments (Form A or B). Also, informal assessments by the teachers on a daily basis will be used to ensure that classroom instruction is aligned to grade-level standards. Instructional coaches will also monitor and provide daily feedback to teachers.

**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 for each content area in a variety of mediums by having classroom libraries and incorporating the writing and reading together. Also, through the use of technology (computers, listening centers, etc.)

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

Based on the SES Band Data, the content area of ELA was chosen as the primary of focus for improving student achievement for the 2017-2018 school year. This was baased on the data showig that we were 96 points from the next highest achievement band, and within 2 points the next school in our SES Band. In addition to this, the 2016-2017 ELA data evidenced that 40% of our students demonstrated proficiency in this academic area.

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

We have based peer observations and discussions on Marzano indicators to assist with classroom structure and quality Tier 1 instruction. Additionally, the celebration of student success through varying school initiatives will be increased in an effort to galvanize student motivation and performance towards our high-expectations. Collaborative planning will also be structured to improve on and the continuum of learning with vertical alignment.

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

Any peer observations, reflective discussions, and subsequent follow-up activities will be directly lined to Marzano classroom indicators and their correlation to design questions. Teachers will be more fluent with both the direct instructional practices as well as the targeted student outcomes linked to each of these indicators.

The increase in student recognition will lead to more frequent "celebrations of success" across curriculum areas. These will include 100 Clubs, A Team, and Mastery Series with monthly functions to highlight student success. The honor roll assemblies will be widened to include recognition of students in these areas of achievement.

The weekly Team Meetings and Professional Learning Communities will be used to review best practices, effective planning, and data towards student achievement.



# School Improvement Plan (SIP)

School Name Larkdale ES (0621)

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
Boot Camp Hour	Tuesday Wednesday Thursday	1st2nd3rd4th	9/5/2017 - 6/5/2018	1:45 PM - 2:45 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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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	64	20.70	1.70		48.60	8.60
1	58	20.70	1.70		48.60	8.60
2	64	26.60	12.50		50.00	18.80
3	52	23.10	15.40		61.50	25.00
4	70	28.60	18.60		70.60	28.60
5	59	15.30	6.80		64.30	15.30

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

Intervention strategies employed by the school to improve the academic performance of students at Larkdale include: \*Counseling/mentoring \*Personalizing the learning environment and instructional process  
\*Implementing transition programs, such as partnerships between high schools and feeder middle schools

### RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	10/4/2017 - 3/21/2018	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
Governance and Leadership	3
Teaching and Assessing for Learning	3.25
Resources and Support Systems	3.14
Using Results for Continuous Improvement	3
<p><b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b></p> <p>Activities in which our school will participate to increase our overall rating include Literacy, Math &amp; Science Nights, Book Fair Family Night, Literacy Week, Title I Mobile Unit during SAC Meetings, grade specific PLCs to increase student achievement (Larkdale's Bootcamp Hour), professional development and intensive instruction in Balanced Literacy. Families will also participate in Museum of Discovery and Science (MODS) Night.</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

**SAC Upload Center**

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
Larkdale-Committee-Membership.pdf	November	Developed	11/3/2017
SAC-Meetings-Schedule-Revised.pdf	October	A+ Funds	10/19/2017
SAC-Attendance-10-11-17.pdf	October	Monitored	10/19/2017
SAC-Minutes-October.pdf	October	Monitored	10/19/2017
SAC-Agenda-October.pdf	October	Monitored	10/19/2017
SAC-Bylaws-17-18.pdf	October	SAC ByLaws	10/19/2017

**BEST PRACTICE #4**

**Scaling Up BEST Practices**

**CONTINUOUS IMPROVEMENT**

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

<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>

<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	200	778 of 801	4	159	317

# School Improvement Plan (SIP)

School Name Lauderhill P.T. ES (1381)

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
Meeting the Needs of Diverse Learners	Monday	2nd4th	10/9/2017 - 6/4/2018	2:00 PM - 2:45 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>
<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	111	20.40	8.00	20.80	20.80	4.00
1	136	20.60	5.10		23.80	4.40
2	127	16.50	4.70		22.00	4.70
3	129	18.60	10.10		36.40	11.60
4	112	20.50	9.80		40.80	17.00
5	114	17.50	11.40		44.90	10.50

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

Intervention strategies employed by the school to improve the academic performance of students at Larkdale include: \*Counseling/mentoring \*Personalizing the learning environment and instructional process  
\*Implementing transition programs, such as partnerships between high schools and feeder middle schools

### **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 Wednesday	3rd	10/4/2017 - 6/4/2018	8:00 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
Governance and Leadership	3.33
Teaching and Assessing for Learning	2.67
Resources and Support Systems	3
Using Results for Continuous Improvement	3
<p><b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b></p> <p>Our teachers will participate in PLCs focused on developing literacy proficiency. They will analyze data from progress monitoring assessments, identify content area standards and determine appropriate instructional strategies and activities to ensure student success.</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
SACMtgDates.pdf	November	None	11/3/2017
1381_SAC-Committee-Membership_101717.pdf	October	Monitored	10/24/2017
1381_MeetingAttendance_101717.pdf	October	Developed	10/24/2017
1381_MeetingAgenda_101717.pdf	October	Developed	10/24/2017
1381_SAC-ByLaws_2017-2018.pdf	October	SAC ByLaws	10/17/2017

## BEST PRACTICE #4

### Scaling Up BEST Practices

### CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	365	352 of 801	-365	76	152

## Goals

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

All teachers meet in PLCs to discuss and plan for high quality, standards-based instruction. Teachers also review progress monitoring data and plan for targeted instruction based on student needs. Information is then entered into MyLearningPlan, which is reviewed by administration. If teacher support is needed, instructional coaches are dispatched to provide that support.

Secondly, all teachers meet with their grade level teams on a weekly basis, during which, standards are discussed and instructional strategies are shared. Instructional coaches are assigned to grade levels and they participate and provide guidance during these meetings. Team meeting notes are then forwarded to administration, which are reviewed, and any required support is provided.

Thirdly, progress monitoring assessments, which are aligned to the standards and driven by school-based instructional focus calendars, are administered based on a given cycle. Those results are reported to instructional coaches and each coach meets with teachers on a weekly basis to discuss the results and share instructional strategies. Additionally, administration, support staff, and faculty engage in data chats at least once per quarter to review progress monitoring data and discuss how student needs are being addressed.

Lastly, administration and support staff conduct classroom visits to monitor that instructional expectations are being implemented. If a teacher need is determined, instructional coaches work with those teachers to improve their instructional practice.

**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?**

Early literacy will be our focus for improving student achievement. This area was chosen as this is a district-wide focus and we understand the importance of developing literacy proficiency in the primary grades and how that impacts student achievement for years to come.

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

We will be scaling up our implementation of PLCs, data chats, and balanced literacy.

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

All teachers will participate in PLCs focused on literacy development. Data will be reviewed, instructional strategies discussed, and planning for standards-based initial and small group instruction will occur. We will also stress the importance of and provide professional development that will be designed around teachers' needs and focused on the school-wide PLC goal of developing literacy proficiency.

All teachers will participate in data chats; including K-5. Primary teachers will be responsible for analyzing and applying results from the BAS and iReady diagnostic assessments. Intermediate teachers will responsible for analyzing and applying results from the BAS, iReady diagnostic assessments, and iReady standards

mastery assessments.

All teachers will be implementing a balanced literacy approach with their students. When necessary, teachers will attend the district-provided professional development on balanced literacy. The first and second grade teachers who attend the monthly subcadre meetings will share the information with faculty. Instructional coaches will be conducting classroom visits focused on the implementation of all facets of balanced literacy and provide direct support to those teachers who are demonstrating difficulty with implementation.

### Strategies & Activities

<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
Teachers will attend the balanced literacy professional development offered by the district. Teachers will attend the BAS training offered by the district. Teachers will participate in PLCs focused on literacy development on a bi-weekly basis. Teachers will implement a balanced literacy approach with their students. Teachers will participate in quarterly data chats with administration and instructional coaches.	Principal, Assistant Principal, Literacy Coach, Math Coach	6/6/2018	Balanced Literacy, BAS	

# School Improvement Plan (SIP)

School Name Miramar ES (0531)

School Year 2017 - 2018

## BEST PRACTICE #1

**A Focused and Authentic PLC**

### PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ELA/Reading through Science	Wednesday	2nd4th	8/23/2017 - 5/23/2018	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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Grade	Student Enrollment	Data For: 2016-2017 (Last updated: 8/29/2017)		% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
		% of students with attendance below 90%	% of students with 1 or more suspensions			
KG	83	13.00	1.50	20.50	6.50	6.50
1	92	13.00	1.50	20.50	6.50	6.50
2	132	12.90	1.50	16.40	3.80	3.80
3	128	9.40	0.80	35.80	3.90	3.90
4	132	7.60	0.80	30.50	3.00	3.00
5	121	11.60	0.80	39.10	5.80	5.80

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

We meet as a CPS Team. The academic interventions are based on the current data (DAR, DRA, BAS and/or Key Math). Once the team determines the individual needs of the students, the interventions are implemented following district/RTI guidelines. The interventions for fluency include but are not limited to: Quick Reads, Word Work, Great Leaps and Write in Readers. The interventions for phonemic awareness include but are not limited to: Wilson Foundations, Road to the Code and Words their Way. Interventions for vocabulary include but are not limited Elements of Vocabulary and Write in Readers. Interventions for comprehension include but are not limited to: Journeys Tool Kit, Write in Readers, Thinking Maps, reciprocal teaching, Iready, Super QAR and leveled readers. Interventions for math include iReady, Soar to Success, reteach from Go Math and lessons on Think Central and Connect Ed.

**RTI Team Meeting Schedule**

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/12/2017 - 4/24/2018	8:15 AM - 2:30 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	3.0
Governance and Leadership	3.0
Teaching and Assessing for Learning	2.83
Resources and Support Systems	2.86
Using Results for Continuous Improvement	3.0

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

To improve our overall rating, Miramar Elementary will work to better open the lines of communication between the home and school as well as between staff and administration. We will schedule more conference nights to accommodate working parents. We will schedule School Advisory Committee meetings when they are more convenient for members to attend. Administration will reduce the number of staff meetings. Faculty meetings and PLCs will be focused on targeted instruction and providing support to both students and staff. Support Staff will provide non-evaluative feedback to staff on their respective areas of expertise.

## Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Self-Assessment-17-18.pdf		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

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Composition-17-18.pdf	October	None	11/3/2017
SAC-Dates-17-18.docx	October	None	11/3/2017
SAC-ByLaws-17-18.pdf	October	SAC ByLaws	11/3/2017
SAC-10-24-17.pdf	October	SAC ByLaws	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.

<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>
2	347	78 of 138	-347	88	175

### 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?**

Administration and support staff review lesson plans periodically to ensure teachers are planning activities that align with the standards for that grade level. Support Staff assist teachers in the planning process and model lessons. Administration cross-references lesson plans with grade level standards and pacing guides when conducting observations to ensure plans and actual lessons are all in alignment.

**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 the resources provided by the district, teachers pull informational text articles from Newsela.

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

We will focus on the area of ELA as we continue to struggle to show improvement in proficiency in this area hovering at the 50% mark as evidenced by FSA and BAS in the primary grades.

**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 is being implemented across all grade levels. Additionally, all teachers are integrating Science and Social Studies content into the ELA block. All teachers have been trained in Guided Reading and



Balanced Literacy. Support Staff who've been trained in these areas are supporting teachers as they become more comfortable and confident with the shift as well as pulling small groups of students to work on areas of both strength and weakness based on the standards being focused on at the time.

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

Teams meet at least twice a month in PLCs to discuss the most recent student data to determine trends and share BEST Practices for instructional strategies. Teams use data to plan remediation and enrichment activities. Administration and Support Staff participate in PLCs.

# School Improvement Plan (SIP)

School Name Sea Castle ES (2871)

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
Sea Castle Elementary	Tuesday Thursday	1st2nd3rd4th5th	9/26/2017 - 5/8/2018	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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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	139	14.00	7.00	20.10	20.10	6.40
1	129	14.00	1.60		34.70	6.20
2	156	9.00			16.90	2.60
3	157	10.20	2.50		26.90	4.50
4	153	7.20	2.60		25.70	3.90
5	123	9.80			32.80	4.10

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

- Students are given pre-assessments in the beginning of the year--
  - BAS (K-3) and struggling readers in (4-5)
  - Pre-requisite test in Math (K-5)
  - iReady Diagnostic in ELA and Math (K-5)
  - FLKRS, Concepts of Print, Letter Names and Sounds (K)
  - Foundations Screening (K, 1st)
  - Phonics for Reading screening (2-3)
  - Phonics--Rewards Pre-test (4-5)
- Students are given small group ELA instruction based on the Fountas and Pinnell leveling system. The above assessments determine the student's instructional level.
- iReady software prescribes lessons according to each student's needs based on the Diagnostic score.
- iReady toolbox for Math and Reading is used as intervention.
- Foundations--walk to read model is used in First and Kindergarten.
- Grades 2-5 have a phonics program implemented to reinforce skills and fill any gaps.
- Students in grades 1-3 who are 2-4 levels below in quarter 1 BAS levels are instructed on Leveled Literacy Intervention (LLI).

<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, 5th	10/4/2017 - 5/2/2018	-

### **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	2.83
Teaching and Assessing for Learning	2.97
Resources and Support Systems	2.71
Using Results for Continuous Improvement	2.8
<p><b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b></p> <p>Sea Castle Elementary will continue to support teaching and learning at all grade levels. School administration and leadership has planned a professional development calendar to support and</p>	

improve teachers' professional practice which will result in increased student success. PLC's has been formed to ensure that teachers are collaborating and systematically administering standardized assessments with fidelity. Teachers will collaborate on the use of student data to maximize their instruction. Additional resources have been implemented to support the school's educational programs. Teachers will receive training on new Integrated Learning Systems.

An initiative to ensure that support staff are trained in the evaluation, interpretation and use of data is in place.

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>
2871_-SAC_Committee-Membership2017.pdf	October	Developed	10/13/2017
2871_SAF2017-Bylaws.pdf	October	SAF ByLaws	10/13/2017
2871_SAC2017-Bylaws.pdf	October	SAC ByLaws	10/13/2017
2871_SACOctober2017AgendaAttendanceMinutes.pdf	October	Developed	10/13/2017
2871_September-2017-Agenda-Attendance-Minutes.pdf	October	Developed	10/2/2017

## BEST PRACTICE #4

### Scaling Up BEST Practices

#### CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	412	60 of 205	-412	43	86

#### 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?**

Teacher utilize the appropriate grade level Scope and Sequence provided by the Elementary Learning Department as well as the Sea Castle's Instructional Focus Calendar. Support staff member are a part of grade level PLC's to ensure that teachers are using the CARE cycle when planning instruction. Evidence is collected using the iobservation tool, classroom walkthroughs as well as through lesson plans which are submitted to administration on a quartely basis.

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

Students all have access to the Single Sign On portal which gives them the opportunity to use various school-wide and disctrict wide Integrated Learning Systems (ILS). Students also have the convenience of checking out informational text from our school's media center. Teachers utilize our guided book room that is equiped with magazines, and collections of resources from different genres, media, and levels of reading difficulty that are designed to be supportive of the learning of readers with a range of experiences and interests.

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

ELA and ELA learning gains will be the focus for improving student achievement. The percentage of students who scored a 3, 4, or 5 on the 3rd grade ELA was 52% in the 2017 FSA. Within our SES band, we ranked 2nd for ELA scores in 3rd grade during the 2015-2016 school year; however, the 2016-2017 results reflected that in 3rd grade ELA we ranked 7th. This was our lowest performing area and our lowest placement within the SES band.

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

All 4 BEST practices will be scaled up to improve teaching and learning in order to increase performance within our SES band.

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

PLC's are being implemented with a laser focus on Tier 1 instruction. PLC members are analyzing formative data and collaborating about teaching strategies, lesson delivery, and resources for remediation and enrichment of the priority standard. PLCs have been scheduled at alternate times to ensure that at least one support staff member can attend each PLC meeting. The role of the support staff member will be to ensure that the meeting is focused on raising student achievement in the standard that is being taught through the CARE cycle. Focusing on Tier 1 instruction during PLCs will improve learning gains and the overall percentage of proficiency for ELA.

RTI is being followed with fidelity. The MTSS team meets weekly with parents and teachers to discuss the progress of students that are in the RTI process. Teachers meet with the curriculum coach and designated RTI support member to analyze data and determine the best intervention program for each student. Support staff and administration conduct classroom walkthroughs regularly to ensure that interventions are being completed with fidelity. Having a school wide emphasis on RTI will help support increased performance and learning gains.

Students with disabilities are receiving push in support from our VE support facilitator as indicated on their IEPs. The VE support facilitator collaborates with support staff and teachers weekly to build relationships with the teachers that she is supporting. The support facilitator is aligning her curriculum and instruction to the standards being taught in the classroom as outlined by the curriculum maps as well as actively striving to meet the goals on each student's IEP.

Quarterly data chats are being conducted with teachers, support staff, and administration to ensure that teachers are effectively increasing student performance. The data chats allow teachers to build relationships with support staff and administration by having the teachers discuss their students and be given support to help reach increased performance.

**Strategies & Activities**

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<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
Teachers will attend data chats with administration and curriculum team to ensure that data is actively monitored to increase student achievement scores.	Principal and Assistant Principal	6/6/2018		
Utilizing iReady in the classrooms	Curriculum Coach	5/31/2018		
Weekly RTI meetings and support from grade level RTI support personnel	Grade Level RTI Support	5/31/2018	BAS	
CARE Cycle with a focus on data analysis	Grade Level PLC Support	5/31/2018		



# School Improvement Plan (SIP)

School Name Silver Lakes ES (3371)

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
Kindergarten	Wednesday	1st2nd3rd4th	10/11/2017 - 5/31/2018	2:00 PM - 2:50 PM	K
First Grade	Wednesday	1st2nd3rd4th	10/11/2017 - 5/31/2018	2:00 PM - 2:50 PM	1
Second Grade	Wednesday	1st2nd3rd4th	10/11/2017 - 5/31/2018	2:00 PM - 2:50 PM	2
Third Grade	Wednesday	1st2nd3rd4th	10/11/2017 - 5/31/2018	2:00 PM - 2:50 PM	3
Fourth Grade	Wednesday	1st2nd3rd4th	10/11/2017 - 5/31/2018	2:00 PM - 2:50 PM	4
Fifth Grade	Wednesday	1st2nd3rd4th	10/11/2017 - 5/31/2018	2:00 PM - 2:50 PM	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>						
<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	64	20.30	6.30		6.90	
1	19	31.60	5.30		46.70	15.80
2	72	9.70	1.40		14.90	1.40
3	92	16.30			18.80	6.50
4	79	13.90	2.50		18.70	3.80
5	74	5.40	2.70		21.40	2.70

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

**RtI** is implemented as a leveled or tiered approach to instructional delivery that includes interventions of increasingly higher intensity that are based on students needs. Assessment data gathered during Data Chats and PLC's provides the evidence of student learning, and based on this information, decisions are made about the most appropriate instruction, including interventions, that will help a student learn. Bi-monthly RtI meetings are scheduled to address teacher concerns. Progress monitoring of intervention effectiveness and ongoing teacher support is provided by CPS team members.

In addition to ongoing data collection practices and communication with teachers regarding student progress during monthly data chat meetings, our school implements a variety of **mentoring programs** to assist students identified by the early warning system. These programs include Teachers as Mentors (teachers mentoring students), Flamingo Friends (peer mentoring with cluster students), and BEST Lunch (lunch time with a support staff member).

**Teacher interventions/strategies** during instructional time include:

- \* Small group instruction
- \* Scaffolding
- \* Activating Prior Knowledge
- \* Modeling/Demonstration
- \* Performance Feedback
- \* Progress Monitoring
- \* Peer/Buddy Tutor
- \* Center Activities
- \* Cooperative/Collaborative Groups
- \* Flexible Skill Groups
- \* Graphic Organizers/Thinking Maps
- \* Technology

Additional academic support is offered to struggling students by facilitating **pull out and push in programs** in addition to **Targeted academic enrichment camps**.

**Attendance** concerns also follow a three tiered approach (see description below). Each tier calls for a different level of intensity that is based on student need. This includes collaboration with teachers, guidance, administration, and school social worker.

### RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	9/5/2017 - 6/5/2018	8:15 AM - 2:00 PM

### BEST PRACTICE #3

#### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating

Purpose and Direction	3.67
Governance and Leadership	3.5
Teaching and Assessing for Learning	3.17
Resources and Support Systems	3.14
Using Results for Continuous Improvement	3.2

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

**Purpose & Direction:** One important area of continuous improvement is creating a deeper understanding among staff of the Florida Standards. Grade levels meet weekly to collaborate and implement standards-based instruction: common planning, reviewing data to determine students' strengths and weaknesses, sharing best practices to continually improve teaching and differentiating instruction to better meet the needs of our students.

Rtl meets bi-weekly to progress monitor, review and discuss data to drive school-wide instruction and provide teachers with interventions that are implemented with fidelity in the classroom. In order to improve the area of need, teachers learned how to unwrap the Florida Standards and align learning goals and performance scales to the standards so students know exactly what it is that they need to know and be able to do, as well as track their progress on mastery of the standards.

**Governance and Leadership:** . The school's strength comes from the support of the administrative team and the meaningful feedback provided that can be utilized within the classroom to improve student achievement and instructional practices via observations and monthly data chat meetings. One of the areas that need to be strengthened is the amount of time given to schools to implement policies and procedures with fidelity and the amount of time school leaders are pulled from school to attend various meetings and trainings,

**Teaching and Assessing for Learning:** Areas in need of improvement include continuously identifying struggling students and referring them for the Rtl process; ensuring that all teachers are implementing the new Florida Standards with fidelity; and ensuring a uniform grading policy and procedures that are consistent throughout the grade levels.

**Resources and Support Systems:** Areas of strength include identifying and documenting students in need and referring them to Rtl. Additional areas for expansion include enlisting and utilizing our Partners to secure resources that are outside of our budgetary range. The school will continue to seek out partners that will be able to assist with resources that cannot be secured with the school's existing budget.

**Using Results for Continuous Improvement:** One area of strength is the ongoing collection, analysis, and evaluation of data to support continuous improvement. Variey of sources are used to collect and analyze student data including BAS, BSA, School City, and iready. To increase the overall rating in this area we will continue to expand and look at a variety of data sources including attendance, behavior dashboard, BASIS and other resources to monitor student progress and put interventions and structures in place to offer solutions to ongoing concerns that arise.

No Evidence/Artifacts

## SCHOOL ADVISORY COUNCIL (SAC)

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

### SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC_COMPOSITION.pdf	October	Monitored	11/3/2017
SAC-meeting-dates-2017-18.docx	October	Developed	11/3/2017
SAC-ByLaws.html.pdf	October	SAC ByLaws	11/3/2017
3371_SAC_MeetingNotes092217.docx	October	Monitored	10/13/2017
3371_SACAttendance092217.pdf	October	Monitored	10/13/2017
3371_SAC_Agenda092217.docx	October	Monitored	10/13/2017

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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	441	48 of 133	-441	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?**

During **PLC meetings** (with the guidance of support staff), educators ensure that instruction is aligned with Instructional Focus Calendar and the FL Standards. Data is collected from a variety of sources to reflect on instruction and identify student areas of strength and weakness. Grade levels meet weekly to collaborate and implement standards-based instruction: common planning, reviewing data to determine students' strengths and weaknesses, sharing best practices to continually improve teaching and differentiating instruction to better meet the needs of our students.

Triannual **data chat meetings** allow the school to look at data collaboratively with teachers and provide a method for being accountable for evaluating and modifying our instructional practices to meet student needs.

**Classroom Observations** are conducted by administration to ensure instruction is aligned to grade level standards, guidance and collaboration is offered by instructional coaches to support teacher needs.

**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?**

1. The school provided each classroom with trade books that offer informational text for each content area in a variety of mediums.
2. iReady assigned lessons offer students opportunities to interact with a variety of texts including non-fiction in different content areas
3. Leveled readers resource room was established and organized according to BAS levels. Leveled readers include books from different genres.

**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 iReady Math Diagnostic Assessment 1 Needs Analysis Report, students in grades K-3 areas of weakness include numbers and operations. Students in grades 4-5 identified area of weakness is Geometry. Math coach collaborates with classroom teachers to offer push in to students identified in the lowest quartile working on identified skill deficits.

Student progress is monitored by administering Go Math chapter test, reports generated by Think Central identify secondary standards to be remediated using small group instruction as well as prescribed iReady targeted lessons. Pull out and Academic Enrichment camps will begin in January to further close the academic gap for students in the lowest quartile as well as those identified as "bubble" students.

Based on iReady Reading Diagnostic Assessment 1 Needs Analysis Report,, students in grades KG identified area of weakness is Phonics. Students in grades 1-5 identified area of weakness is Vocabulary. To ensure students identified areas of weakness are addressed, SLE will focus on enhancing student vocabulary expansion using non-fiction text from a variety of content areas, as well as using specific strategies and activities such as interactive journal, assigned specific iReady lessons, etc.

Data will be monitored using iReady Diagnostic assessment three times a year in addition to mini assessments identified as Growth Monitoring assessments (Brain Battles). BAs data will be monitored on BASIS for students in grades K-3, in addition to struggling students in grades 4-5.

### **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?**

1. A school-wide Instructional Focus Calendar has been implemented for ELA and Mathematics, using specific iReady and Think Central for assessment, practice and progress monitoring.
2. Interim assessments within the iReady program will be used for progress monitoring (Growth Monitoring).
3. PLC's will review student achievement data from multiple sources to identify strengths and weaknesses in order to remediate and enrich students.
4. Teachers will participate triannually in data chats with the principal and support staff looking at achievement data to drive instructional decisions.
5. Push in, pull out, and/or academic enrichment camps will be implemented with targeted students. Data on these students will be examined to monitor progress and make adjustments to instruction.
6. Teachers are involved in professional development to further enhance their practices.

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

1. A school-wide Instructional Focus Calendar has been implemented for ELA and Mathematics.
2. Interim assessments within the iReady program will be used for progress monitoring (Growth Monitoring).
3. PLC's will review student achievement data from multiple sources to identify strengths and weaknesses in order to remediate and enrich students.
4. Teachers will participate triannually in data chats with the principal and support staff looking at achievement data to drive instructional decisions.
5. Push in, pull out, and/or academic enrichment camps will be implemented with targeted students. Data on these students will be examined to monitor progress and make adjustments to instruction.
6. Instructional coaches and support staff provide assistance to targeted students to remediate skill deficits
7. Standards-Based Center rotations in Mathematics and ELA

8. Small group instruction (differentiated instruction) during math and ELA to remediate secondary standards
9. Teachers are involved in professional development to further enhance their skills.

**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.**

Educators (with the guidance and support of instructional coaches) followed Instructional Focus Calendar (pacing guide). Alignment was discussed during PLCs. Student progress on formative and interim assessments were closely monitored and secondary standards were remediated using small group instruction in Math and ELA. Academic gaps were further closed using targeted and strategic pull out and push in programs as well as academic camps. Effectiveness of implemented strategies were illustrated when our school moved from being a D school in 2016 to an A school in spring of 2017.

### **Strategies & Activities**

<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
Using Data to Inform Instruction	Janet Soto and Michelle Lopez, Instructional Coaches	6/5/2018	iready professional develoment (analyzing student data reports, assigning tests, etc. )	\$2250 for tutoring



# School Improvement Plan (SIP)

School Name Silver Shores ES (3581)

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 Shores PK-5 ELA	Tuesday	1st2nd3rd4th5th	9/26/2017 - 5/29/2018	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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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	63	14.30			22.40	3.20
1	63	14.30			22.40	3.20
2	74	10.80	1.40		16.40	1.40
3	103	7.80	1.00		17.70	3.90
4	81	4.90	1.20		25.40	1.20
5	74	9.50			23.10	2.70

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

Silver Shores Elementary utilizes i-Ready diagnostic and standards mastery assessments in ELA and MATH to progress monitor and track the academic performance of students identified by the early warning system. In addition, RTI meets once a month for both primary and intermediate grades to progress monitor students that are on a Tier 2 and Tier 3 intervention. This includes, but is not limited to, BAS results, i-Reading results, specific classroom intervention materials, Foundations, Willson, STAR Math and Reading, and Journeys and Go Math intervention programs.

In order to ensure the fidelity of students not progressing towards school and district goals receiving appropriate interventions, teachers utilize small group instruction to remediate students at risk. Also, Silver Shores employs 2 pool subs to pull small group, at-risk students throughout the day to reteach basic skills and concepts, which are the building blocks to students mastering the Florida Standards. Our Media Specialist specifically works with 3rd grade at-risk students as literacy proficiency in 3rd grade is one of the district's strategic goals.

We ensure that all classroom instruction is accessible to the full range of learners using UDL by providing student choice, differentiated learning centers, and a flexible classroom setting that is adjustable based on continual monitoring of learner programs.

**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>
Monday	2nd, 4th	9/25/2017 - 9/25/2017	8:00 AM - 2:00 PM

### **BEST PRACTICE #3**

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

#### **ACCREDITATION PROCESS**

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

<b>Self-Assessment Ratings</b>	
<b>Accreditation Standard</b>	<b>Overall Rating</b>
Purpose and Direction	3
Governance and Leadership	3
Teaching and Assessing for Learning	3.08
Resources and Support Systems	3
Using Results for Continuous Improvement	2.8

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

Purpose & Direction: The areas of strength noted include, but are not limited to collaboration and shared-decision making; grade-level collaboration; common planning and grade-specific PLC's; A shared vision

supported by all stakeholders; and a common purpose for increasing student achievement. One important area of improvement is staff's deeper understanding of the Florida Standards. In order to sustain our areas of strength, grade levels meet weekly to collaborate and implement standards-based instruction: common planning, reviewing data to determine students' strengths and weaknesses, sharing best practices to continually improve teaching and differentiating instruction to better meet the needs of our students. In addition, RtI meets bi-weekly to progress monitor, review and discuss data to drive school-wide instruction and provide teachers with interventions that are implemented with fidelity in the classroom. In order to improve the area of need, teachers learned how to unwrap the Florida Standards and align learning goals and performance scales to the standards so students know exactly what it is that they need to know and be able to do, as well as track their progress on mastery of the standards.

**Governance and Leadership:** Areas of strength noted in this area directly apply to the school's leadership, specifically the principal's transformational leadership style. The school's strength comes from the support of the administrative team and the meaningful feedback provided that can be utilized within the classroom to improve student achievement and instructional practices. Areas that need to be strengthened are the amount of time given to schools to implement policies and procedures with fidelity; communication to be written in more lay terms rather than technical terms; the amount of time school leaders are pulled from school to attend various meetings and trainings, and the amount of decisions that are made on behalf of the school by other district departments and leadership, that don't necessarily align with the Principal's vision or direction.

In order to improve, the school leadership will take steps to fully understand the policies and procedures set forth by the school board to explain to the staff and faculty in a meaningful way, provide a schedule for teachers that encourage common team planning, sharing best practices, and collaborating in a professional manner that stimulates teacher growth and collective efficacy, and positive student outcomes.

**Teaching and Assessing for Learning:** Areas of strengths noted were the processes in place to discuss students and their individual needs; the school's RtI data-driven process; developing teachers' interventions through meaningful PLC's and professional development, and the implementation of the knowledge gained from the PLC's to effectively drive instruction. Areas in need of improvement are identifying students that are struggling in reading and/or writing and recommending them for the RtI process (we also faithfully recommend struggling readers); ensuring that all teachers are implementing the new Florida Standards with fidelity; and ensuring a uniform grading policy and procedures that are consistent throughout the grade levels.

Our RtI process is school-wide and every teacher with students recommended to RtI participate at meetings, which allows for progress monitoring and rich discussions of these students; the PLC's are geared specifically for teacher collaboration, common planning, and sharing effective practices, which are, in turn, implemented into daily teaching to improve student achievement; the analysis of student achievement data for small group instruction and student-centered learning play a major part of the PLC's for the 2016-2017 school year.

**Resources and Support Systems:** Areas of strength include identifying and documenting students in need and referring them to RtI; hiring and retaining highly qualified staff; and utilizing our Partners to secure resources that are outside of our budgetary range. Areas of improvement include budget constraints based on situations out of the school's control and locating and securing resources due to lack of school funding. Teachers are very observant of their students' needs and recommend to RtI based on data collection and parent consultation; parental and community involvement is very important to our school and integral to the overall success of the school, which results in a strong home-school relationship. In order to improve our areas of concern, the school will continue to seek out partners that will be able to assist with resources that cannot be secured with the school's existing budget.

**Using Results for Continuous Improvement:** One area of strength is the ongoing collection, analysis, and

evaluation of data to support continuous improvement. Silver Shores communicates academic progress based on a variety of data to all stakeholders in a very authentic and genuine manner. Teachers are engaged in the collection and interpretation of data to drive instruction as well as individualize instruction for students that require differentiated teaching. SSE will continue to implement standards-based and access point-based (special programs) instruction so our students will understand what it is that they need to know and be able to do with each standard.

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
3581_SilverShoresES_SAF_Agenda_Sign-in_102417.pdf	October	SAF ByLaws	11/3/2017
3581_SilverShoresES_Agenda_Sign-in_Minutes_102417.pdf	October	Monitored	11/1/2017
3581_SAF_2017-18_ByLaws.pdf	October	SAF ByLaws	11/1/2017
1718-ASSIST-Diagnostic-Results_10172017.pdf	October	None	10/17/2017
3581_SilverShoresES_Agenda_Sign-in_Minutes_092617.pdf	September	Developed	10/17/2017
3581_SilverShoresES_Committee-Membership_2017-18.pdf	September	None	10/17/2017
3581_SilverShoresES_SACBy-Laws_2017-18.pdf	September	SAC ByLaws	10/17/2017

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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	424	59 of 133	2	60	119

#### **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?**

Administrators conduct classroom observations on a regular basis, with a focus on ensuring teaching, learning, and student work are aligned to the standards.

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

The Silver Shores Media Center is open each day from 7:30-8am for all students and contains a wide variety of informational text in all content areas in both print and electronic format. Additionally, students have the opportunity to use these resources during their time in the Media special. Finally, students are taught to access informational text through district resources found online that can be accessed from both school and home computers. Teachers have also begun to build classroom libraries that include a variety of print materials.

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

Based on the SES Band data, we will focus on the area of Literacy.

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

Because of the success we saw last year, we will continue to focus on analyzing literacy data during our PLCs to help differentiate our class instruction so that all students can make learning gains.

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

Our PLCs improved significantly last year, so we will not make major changes. While we will still meet weekly, we will now meet for shorter periods during the week and add longer PLC meeting times on planning days.

**Strategies & Activities**

<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
PLC data-based conversations, BAS, i-Ready, standards-based instruction	Teachers, Literacy Coach, Administration	6/7/2018	Using BAS results to inform instruction, small group guided reading, balanced literacy, text-based writing	
We will implement components of balanced literacy, i-Ready, and standards-based instruction.	Kindergarten teachers, Literacy Coach, Administration	6/7/2018	Using BAS results to inform instruction, Small group guided reading, balanced literacy	

# School Improvement Plan (SIP)

School Name Sunset Lakes ES (3661)

School Year 2017 - 2018

## BEST PRACTICE #1

A Focused and Authentic PLC

### PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
5th Reading	Tuesday	2nd4th	9/5/2017 - 5/15/2018	2:00 PM - 3:00 PM	5
4th Math	Tuesday	2nd4th	9/5/2017 - 5/15/2018	2:00 PM - 3:00 PM	4
3rd ELA	Tuesday	2nd4th	9/5/2017 - 5/15/2018	2:00 PM - 3:00 PM	3
Second Math	Tuesday	2nd4th	9/5/2017 - 5/15/2018	2:00 PM - 3:00 PM	2
1st Literacy	Tuesday		9/5/2017 - 5/15/2018	2:00 PM - 3:00 PM	1
K Math	Tuesday	2nd4th	9/5/2017 - 5/15/2018	2:00 PM - 3:00 PM	K
Language	Tuesday	2nd4th	9/5/2017 - 5/15/2018	2:00 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	123	7.30	1.60		14.30	0.80
1	135	10.40	0.70		15.00	1.50
2	131	5.30			14.00	
3	158	9.50	0.60		14.60	2.50
4	154	9.10			11.80	1.30
5	144	10.40			21.20	4.20

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

Sunset Lakes Elementary has implemented a series of strategies designed to provide students identified through the early warning indicators additional instruction in their area of greatest need. Teachers work with the Literacy Coach and/or Math Curriculum Coach to identify areas of primary need in order to implement a structured plan of targeted remediation. In addition to providing additional small group instruction, teachers work with the Guidance Counselor to begin the MTSS/RTI process. Teachers are provided training in effectively utilizing the MTSS/RTI process and monitoring student progress. In the event that the student is an ESE student, teachers conference with both the ESE Specialist and ESE teacher to best determine strategies that benefit the student. Stakeholders communicate prior to interims, report cards, and parent conferences to make parents aware of the student needs and how to supplement the school program at home.

## RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	3rd	9/19/2016 - 5/17/2016	8:00 AM - 2:00 PM

---

## BEST PRACTICE #3

### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.67
Governance and Leadership	3.83
Teaching and Assessing for Learning	3.67
Resources and Support Systems	4.0
Using Results for Continuous Improvement	3.8

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

No Evidence/Artifacts

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

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

### **SAC Upload Center**

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
A+-Ballot-final-count,-sign-in.pdf	October	A+ Funds	11/3/2017
October-SAC-agenda,-sign-in,-minutes.pdf	October	None	11/3/2017
SAF-October-agenda,-sign-in,-minutes.pdf	October	None	11/3/2017
Committee-Membership-2017.pdf	November	None	11/3/2017
SAC-Meeting-Dates.docx	October	None	10/25/2017
SLE-Assist-Self-Assessment-2017-2018.pdf	October	Developed	10/19/2017
SAF-Sept-Agenda,-Sign-In,-Minutes.pdf	October	Developed	10/17/2017
SAC-Sept-Agenda,-Sign-In,-Minutes.pdf	October	Developed	10/17/2017
SAF-Bylaws.docx	October	SAF ByLaws	10/16/2017
SAC-ByLaws-2017.pdf	October	SAC ByLaws	10/16/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAF-Meeting-Dates.docx	October	None	10/16/2017
SAC-Meeting-Dates.docx	October	None	10/16/2017

## BEST PRACTICE #4

### Scaling Up BEST Practices

#### CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
8	450	70 of 116	-450	66	132

### Goals

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

To ensure that classroom instruction is aligned to grade-level Florida Standards, grade level teams create their curriculum map utilizing the pacing guide provided by the District along with the standards to be plugged in accordingly. Teachers are required to input data aligned with the standards into Filemaker Pro and Basis. The data is monitored by administration through data chats quarterly.

**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 order to ensure that students have access to informational text in each content area in a variety of mediums, Sunset Lakes Elementary utilizes technology supported programs such as Acheive 3000, leveled non fiction readers, social studies leveled readers, and a variety of anchor text through interactive and shared read aloud using interdisciplinary text.

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

As evidenced on the 2016-17 SES Band Data, assure ELA proficiency for all students in kindergarten through second grade embedding phonics, phonemic awareness, vocabulary, spelling, and reading comprehension during the literacy block. This area was chosen as it is the area needing most improvement overall.

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

The BEST practices used this year is to use a variety of strategies to familiarize students with the language of the Florida State Standards which will help immerse them with the language of the standards. Teachers will maintain a continued focus on instructional excellence, ensuring that students learning experiences match the rigor of the Florida Standards across the domains, embedding and supporting a viable curriculum and continuous improvement of instruction.

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

We will use student-made Anchor Charts to increase student accountability. We will also continue to use formative assessments to increase student and teacher accountability. Additionally, students will work in collaborative groups. Teachers will meet bi-weekly to discuss data and revise curriculum guides as needed. As part of our PLC's teachers use data to discuss areas of concerns and share BEST practices. The literacy coach will also push-in to classes with students not meeting literacy proficiency within the lowest quartile. Additionally, administration and support staff will meet quarterly with teachers to share data and provide support as review quarterly expectations.

# School Improvement Plan (SIP)

School Name Sunshine ES (1171)

School Year 2017 - 2018

## BEST PRACTICE #1

### A Focused and Authentic PLC

### PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
5th Grade Mathematics	Thursday	1st2nd3rd4th	8/13/2017 - 5/25/2018	2:15 PM - 3:00 PM	5
4th Grade Mathematics	Thursday	1st2nd3rd4th	8/13/2017 - 5/25/2018	2:15 PM - 3:00 PM	4
3rd Grade Mathematics	Thursday	1st2nd3rd4th	8/13/2017 - 5/25/2018	2:15 PM - 3:00 PM	3
2nd Grade Mathematics	Thursday	1st2nd3rd4th	8/13/2017 - 5/25/2018	2:15 PM - 3:00 PM	2
1st Grade Math	Thursday	1st2nd3rd4th	8/13/2017 - 5/25/2018	2:15 PM - 3:00 PM	1
Kindergarten Mathematics	Thursday	1st2nd3rd4th	8/13/2017 - 5/25/2018	2:15 PM - 3:00 PM	Pre K, 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	95	20.00	3.20		32.10	9.50
1	100	22.00	1.00		32.60	13.00
2	115	13.90			13.00	1.70
3	121	13.20	0.80		27.70	7.40
4	113	10.60	0.90		30.80	3.50
5	115	13.00	0.90		43.80	7.80

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

All students are given the core curriculum which is tier one support and we also utilize the Multi-Tiered System of Support.

We conduct a diagnostic test on all students. Students in k-5 are assessed utilizing BAS assessment. Students are also assessed utilizing I- READY(K - 5). For screening in Math we use the prerequisite skills inventory for students in grades K - 5.

Next we target the students based on the initial program such as Journey's to support tier one. We then add additional support for tier two and tier three interventions for select students by utilizing supplemental materials such as the writing reader, Journeys Toolkit, Quick Reads, Phonics for Readings, Foundations, Wilsons Foundations K-3, Achieve 3000, and Leveled Literacy Interventions, Go Math Strategic and Intensive Interventions, Ten Marks, LearnZillion, Versitiles, I-Ready and manipulatives.

Once we identify the programs and supplements we focus on time, double dosing and frequency and the integration of technology.

### **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	2nd, 4th	9/5/2017 - 6/5/2018	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
Governance and Leadership	3
Teaching and Assessing for Learning	3



Resources and Support Systems	3
Using Results for Continuous Improvement	3

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

We will be scaling up our school's data chats and collaboration within each grade level. We have created bi-weekly instructional cycles focused on specific instructional practices for reading, math, writing and science. We are also devoting additional time to analyze student data to ensure that all CARE Cycles include activities for enrichment and remediation of all students.

To increase our rating scores on Purpose and Direction, the Leadership team will continue to be transparent with all stakeholders in implementing a continuous process that provides direction for improving conditions that support student learning by communicating via weekly newsletter, SAC, School website, our monthly newsletter, and parentlink announcements.

To increase our school's rating scores on Governance and Leadership, the Leadership team will continue to foster a culture consistent with the school's purpose and direction by aligning decisions and actions towards continuous improvement to achieve the school purpose.

To increase our rating scores on Teaching and Assessing for Learning, the Leadership team will provide more support and training to increase teachers' knowledge and expertise in implementing strategies that meet the needs of all students student.

To improve our rating scores on Resources and Support Systems, the Leadership team will provide training to access different media and information resources that support student learning such BASIS.3, Reflex Math and I-Ready.

To increase our rating scores on Using Results for Continuous Improvement, the Leadership team will continue to implement the CARE process through PLC's and provide release time to each team to discuss and review data and plan based on students data.

**Evidence/Artifacts**

File Name	Standards & Indicator	Upload Date
2017---2018-assist-DIAGNOSTIC.pdf	<b>Required Action 1:</b>	11/2/2017

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-Agenda-10-30-17.pdf	October	None	11/3/2017
SAF-Meeting-Minutes-10.30.17.pdf	October	None	11/3/2017
Sunshine-Elem.-SAC-Meeting-10-11-17.pdf	October	Monitored	11/3/2017
Sunshine-Elementary-School-SAC-meeting-dates.pdf	October	Developed	11/3/2017
SAF-BYLAWS.pdf	October	SAF ByLaws	11/2/2017
SAC-ByLaws.html	October	SAC ByLaws	11/2/2017
Sunshine-Elem.-SAC-Meeting-10-30-17.pdf	October	SAC ByLaws	11/2/2017
Committee-Membership.html	October	Developed	11/2/2017

## BEST PRACTICE #4

### Scaling Up BEST Practices

## CONTINUOUS IMPROVEMENT

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

<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>
2	340	87 of 138	-340	91	182

## 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?**

This year our school's focus for improving student achievement in Mathematics and ELA.

Based on the evidence from the SES Band Data, the area of focus for improving student achievement at Sunshine Elementary is ELA. By June 2018, the percent of students increasing their BAS score in 2nd grade will increase by 2 levels by May of 2018. Also, the percent of students demonstrating proficiency (3.0 or higher on the Florida Standards Assessment in Mathematics test will increase from 58% to 61%

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

Our students are exposed to informational text through our use of Newsella.

**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?**

This year our focus for improving student achievement is centered around primary reading and mathematics. These areas were chosen due to our decline in the level of proficiency in mathematics on the FSA. Our focus is also focused on primary literacy because based upon FSA data less than 50% of our students are scoring a level 3 or higher on the FSA.

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

Teachers are incorporating DOK tasks at a level 2 or 3, higher tier vocabulary, and questioning to have students boost critical thinking skills. Instructional Focus Calendars in every grade level are used to provide teachers with a direct focus for a 2-3 week period, after which, students are assessed, remediated, and enriched as determined by the data

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

- Support staff providing extra support for grades 1-5
- RtI Liaisons for reading, mathematics and behavior
- Emphasis on using BAS data to drive instruction(utilizing the continuum)
- Learning goals/scales
- Having students use accountable talk