

School Improvement Plan (SIP)

School Name Broward Estates ES (0501)

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
MTSS/RTI Follow-Up	Thursday	2nd	12/7/2017 - 12/7/2017	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5
MTSS/RTI	Friday	3rd	10/20/2017 - 10/20/2017	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5
BASIS 3.0	Tuesday	2nd	10/10/2017 - 10/10/2017	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5
Integration of Knowledge Follow-Up	Tuesday	1st	5/1/2018 - 5/1/2018	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5
Differentiated Instruction	Thursday	4th	4/24/2018 - 4/24/2018	3:15 PM - 4:15 PM	K, 1, 2, 3
Integration of Knowledge	Tuesday	3rd	3/13/2018 - 3/13/2018	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Effective Writing instruction	Tuesday	2nd	2/16/2018 - 2/16/2018	3:15 PM - 4:15 PM	3, 4, 5
Science and Literacy Connections Follow-Up	Tuesday	4th	1/23/2018 - 1/23/2018	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5
Science and Literacy Connections	Tuesday	4th	11/21/2017 - 11/21/2017	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5
Vocabulary Acquisition & Deconstructing the Standards Follow-Up (Analyzing Student Work)	Tuesday	3rd	11/14/2017 - 11/14/2017	3:15 PM - 4:15 PM	K, 1, 2, 3
Deconstructing the ELA Standards	Tuesday	2nd	11/7/2017 - 11/7/2017	3:15 PM - 4:15 PM	K, 1, 2, 3
DBQ Follow-Up & Integration of Knowledge (Analyzing Student Work)	Tuesday	2nd	11/7/2017 - 11/7/2017	3:15 PM - 4:15 PM	4, 5
Vocabulary Acquisition	Tuesday	5th	10/31/2017 - 10/31/2017	3:15 PM - 4:15 PM	K, 1, 2, 3
Document Based Questioning (DBQ)	Tuesday	5th	10/31/2017 - 10/31/2017	3:15 PM - 4:15 PM	4, 5
LAFS Integration Of Knowledge Follow-Up	Tuesday	4th	10/24/2017 - 10/24/2017	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5
LAFS Integration Of Knowledge	Tuesday	1st	10/3/2017 - 10/3/2017	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Deconstruct Math Standards (District)/Centers	Thursday	3rd	9/14/2017 - 9/14/2017	3:15 PM - 4:15 PM	K, 1

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	54	20.40	7.40		28.00	9.30
1	56	8.90			38.90	1.80
2	57	17.50	1.80		15.10	5.30
3	83	12.00	4.80		54.90	9.60

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
4	56	16.10	1.80		38.90	14.30
5	64	9.40	7.80		61.70	14.10

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

Broward Estates Elementary school has employed the intervention strategies listed below to improve the academic performance of students identified by the early warning system. Intervention Strategy #1: Walk to RTI: Broward Estates Elementary School provides daily RTI instruction for all students identified as Tier 2 and Tier 3. Students placed in RTI group based on their individual academic deficiencies. Students are homogeneous grouped and receive targeted instruction on a daily basis. RTI Team meets regularly to discuss academic progress and make instructional adjustments based on progress monitoring data. Walk to Intensive Reading or Enrichment (Power Hour): Broward Estates Elementary School has enrolled all K-5 students into a Intensive Reading Program from 8:45 am -9:45 am daily. Each student is placed into homogeneous academic groups based on diagnostic data. Students are taught core reading skills using the following researched based instructional materials; Units of Study for Teaching Reading, Phonics for Reading or Intermediate Rewards. Students are frequently progress monitored based on program specifications and instructional adjustments are made based on data.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Wednesday	1st, 2nd, 3rd, 4th, 5th	10/2/2017 - 5/23/2018	10:00 AM - 2:30 PM

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.33
Governance and Leadership	3.33
Teaching and Assessing for Learning	3.17
Resources and Support Systems	3.14
Using Results for Continuous Improvement	3.0

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

Standard 1: Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement.

The activity that will increase the overall rating of Accreditation Standard 1 Purpose and Direction is the following: The school leaders will foster an open and on-going communication as it relates to the school-improvement efforts. Decisions will be made collaboratively with parents, staff and community members with invested interest in the school. Two way communication is highly encouraged with all invested stakeholders. Clear purpose/direction (through vision and mission statements) is made evident through the implementation of the various student achievement initiatives. Also, Improve the implementation and monitoring of RTI/MTSS process through staff development efforts, interventions and accountability measures to ensure a positive impact on student achievement

Standard 2: Governance and Leadership

The system operates under governance and leadership that promote and support student performance and school effectiveness.

The activity that will increase the overall rating of Accreditation Standard 2 Governance and Leadership is

the following:

The leadership team will engage in books studies to further develop the leadership capacity at Broward Estates Elementary. We are also working to further promote consistency in the implementation of all programs and school-wide improvement initiatives. A laser focus on professional development to increase teacher efficacy, monitoring of student progress and accountability.

Standard 3: Teaching and Assessing for Learning

The system's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

The activity to support Accreditation Standard 3 Teaching and Assessing for Learning is the following: Broward Estates has adopted the CARE Model (Curriculum, assessment, remediation, enrichment) a best practice to ensure that we are continuously engaged in planning for effective teaching and learning. Weekly Authentic PLC: Through this process, instructional coaches, school leaders and teachers meet regularly to analyze student data, unwrap the standards and plan for remediation and enrichment to further increase students' academic proficiencies.

Standard 4: Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

The activity to support Accreditation Standard 4 Resources and Support Systems is the following: Through external and internal support systems, the school leaders actively seek additional resources that further support the school's effort to increase student achievement. Internal support is provided through district master coaches who work cohesively with the teachers (co-teach model, provide instructional best practices and strategies), provide remediation instruction to struggling learners. External support- the school's community liaison actively seeks out community partnerships to support academic incentive programs.

Standard 5: Using Results for Continuous Improvement

The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

The activity to support Accreditation Standard 5 Using Results for Continuous Improvement is the following: Broward Estates Elementary implements a comprehensive assessment system that generates a range of data through the administration of a variety of assessments to identify the students' areas of strengths and weaknesses.

Activity- CARE Cycle Data Chats- weekly data analysis Best Practice #1 Authentic PLC Meetings to plan for effective teaching and learning using the following data sources throughout the school year.

Baseline data: To inform curriculum planning and instructional delivery. BAS, iReady Placement assessments, MAP (Measurement of Academic Progress).

Progress Monitoring Data- 21 day Care Cycle Assessments –every 14 instructional day, assess on day 15: Types of assessments administered- CARE packet assessments provided through BEEP, Triand Assessment Tool, Florida Ready Assessment, MAP mid-year progress monitoring assessment to determine students' learning gains in reading and math. Data knowledge from formative progress monitoring assessments are used to make instructional adjustments, plan for remediation and enrichment.

Summative Assessments- MAP EOY assessment, iReady computer-based EOY assessment, LAFS-Ready assessment 2, EOY BAS testing, FSA annual assessment.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
2017-2018-Broward-Estates-Elem-Self-Assessment.pdf		10/18/2017

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
be-sac-comp.pdf	November	None	11/3/2017
0501_102617_SACMeetingMinutes_.doc	October	Monitored	10/26/2017
IMG_0171.JPG	October	A+ Funds	10/26/2017
0501_102617_SACMeetingMinutes_.doc	October	A+ Funds	10/26/2017
0501_102617_AGENDA2_SACMEETING.doc	October	A+ Funds	10/26/2017
0501_102617_SIGNINSHEET_SACMEETING.pdf	October	A+ Funds	10/26/2017
0501_102617_SACBYLAWS_2017-2018.pdf	October	SAC ByLaws	10/26/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	307	577 of 801	-307	105	210

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?

Instructional coaches provide teachers with school-wide instructional focus calendars for each subject area. During the 21 day instructional cycle, the teachers must teach standards, assess the students understanding and provide remediation for students that didn't score a 70% or higher. Evidence that is collected to ensure that classroom instruction is aligned is data from school wide Show What You Know assessments progress reports from iReady reading and math. Instructional coaches also meet with grade levels during common planning to assist teachers in planning and providing resources. Classroom walk throughs and observations are also conducted by administration as well as instructional coaches.

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

In addition to using texts from core supplemental, and intervention programs, we have purchased the National Geographic magazines to extend content area learning. This resource provides relevant content across subject matters, adjusted based on grade level. We also have access to Newsela, which is a site that offers current event articles across various content areas. This site allows the reader to adjust the Lexile level of the passages to meet the needs of the readers and the teacher can assign articles to the students to read. Our reading resource room is an additional source for informational text and teachers are supported by the Literacy Coach as they select text to address student needs as well as the Language Arts Florida Standards that address integrating knowledge and information, which our FSA data indicated as an area for growth across our school.

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 our SES Band Data, Literacy is our greatest area of need. We have selected to focus on this area due to the lack of student proficiency that we are continually faced with. Our trend data indicates growth in learning gains, but proficiency is still lacking. Honest reflection and collaborative conversations have made it clear that the issues our 3rd-5th grade readers struggle with are rooted in a lack of foundational skills. Our Benchmark Assessment Data as well as our iReady reading data indicates a need for phonics and vocabulary instruction in the intermediate grades. To cease this issue, our team is focused on instructional support for primary teachers and researched based interventions for our primary students. This work is in an effort to ensure that all K-2 students are proficient in reading by the start of third grade.

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

This year we will scale up small group guided reading instruction as a BEST Practice. Research shows that teacher integration of literacy-related instructional strategies facilitates student learning across all content areas. With the use of content-specific information, it is through the literacy skills of reading, writing, listening, speaking, viewing and presenting that students acquire and retain content knowledge and content-specific abilities. As a result, Broward Estates will scale-up this BEST practice by the following: Data-Driven Instruction, Standards-Based Lessons, Effective Teaching Strategies, Ability Grouping, Timed Rotations, One-on-One Instruction and reoccurring Teacher Feedback.

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

Small group guided reading instruction as a BEST Practice will be scaled up in detail by the following:

- Rereading familiar texts
- Book introduction
- Reading of a new text
- Post-reading discussion
- Follow-up activities

In addition, guided reading binders will be provided to all K-3 teachers on Friday, October 20th which will include look fors, lesson plan templates, information on shared and interactive read alouds, and decoding and comprehension strategy reference sheets. The Fountas and Pinnell prompting guides will also be distributed. Each grade level will receive modeling and push-in support on how small group guided reading is to look like in their individual classrooms.

Strategies	Persons responsible	Deadline	Professional Development	Budget
Modeling of Small Group Guided Reading Instructional Best Practices	Rasheeda West, Literacy Coach	11/3/2017		

School Improvement Plan (SIP)

School Name Dillard ES (0271)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Math PLC	Wednesday	1st2nd3rd4th	9/20/2017 - 5/23/2018	3:15 PM - 4:00 PM	K, 1, 2, 3, 4, 5
Reading PLC	Monday	1st2nd3rd4th	9/18/2017 - 5/21/2018	3:15 PM - 4:00 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% 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	120	23.30	5.00		25.90	4.20
1	147	22.40	1.40		46.80	8.80
2	144	22.90	11.80		31.50	11.10
3	131	18.30	6.10		53.20	13.00
4	106	25.50	8.50		60.40	18.90
5	128	21.10	10.90		56.50	19.50

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

Quarterly BAS Data will be utilized to progress monitor students' reading proficiency. The Core program used is Journeys and Leveled Readers for Science and Social Studies. Supplemental Programs included Leveled Literacy Intervention (LLI), Phonics for Reading and Soar to Success. Data Chats are conducted with teachers after assessments to identify students making progress and those in need of remediation. Additionally, during weekly PLC's teachers discuss student data and how to best meet their needs by sharing Best Practices. Small group Instruction for students is based on their reading levels as determined by assessments. Instruction is then geared towards the students' Instructional Reading Levels. Instructional practices and resources are differentiated based on students' needs.

RtI Team Meeting Schedule

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

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th	10/5/2017 - 5/24/2018	8:30 AM - 2:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3
Governance and Leadership	2.83
Teaching and Assessing for Learning	2.25
Resources and Support Systems	2.14
Using Results for Continuous Improvement	2

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

In an effort to bring coherence and relevance to the professional learning experience and connect our work to existing support structures (TIF Induction Coaches, Instructional Support Coaches, Master Coaches,

Master and Lead Teachers), Dillard Elementary will be given professional development through an ongoing support cycle framework provided by Teacher Professional Learning and Growth (TPLG). In this framework, Dillard will undergo various facets that individualize the cycle of support needed to instill the practices desired for teacher growth and student achievement.

The school and TPLG will conduct a Needs Assessment based on culture, expectations, level of support, school data, timelines, and the professional growth plan. Once the needs are determined, TPLG will design a professional learning plan (standards/shifts/pedagogy) that supports the needs assessment.

Staff developers will deploy research-based teacher strategies aligned with our high quality professional development offerings that schools will experience via on-site professional learning.

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
DES_SACMinutesAgendaSept.pdf	September	Monitored	11/1/2017
SACDates17.doc	October	None	10/19/2017
SelfAssessmentDES17.pdf	October	None	10/19/2017
SACCompReport17.pdf	October	Developed	10/19/2017
SAC-ByLawsDES.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.

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	264	714 of 801	-264	127	253

School Improvement Plan (SIP)

School Name Dr. Martin Luther King Montessori Academy (1611)

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
1611 K-5 Mathematics	Tuesday	3rd	9/19/2017 - 5/15/2018	3:15 PM - 4:00 PM	K, 1, 2, 3, 4, 5
1611 K-5 Reading	Tuesday	1st	9/5/2017 - 5/1/2018	3:15 PM - 4:00 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% 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	87	19.50	4.60		19.20	8.00
1	67	20.90	9.00		24.60	9.00
2	80	22.50	26.30		55.90	23.80
3	92	10.90	21.70		61.70	17.40
4	58	6.90	15.50		70.90	15.50
5	54	16.70	22.20		58.30	25.90

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

The intervention strategies employed by Dr. Martin Luther King, Jr. Montessori Academy to improve the academic performance of students include the following.

- Phonics for Reading
- Super QAR
- Quick Reads
- Journeys Literacy and Reading Tool Kit
- Leveled Literacy Intervention (LLI)
- I-READY
- Uninterrupted Intensive Reading hour (in the classroom)

RtI Team Meeting Schedule

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

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/6/2017 - 5/31/2018	12:00 PM - 3:00 PM
Wednesday	1st, 2nd, 3rd, 4th	9/20/2017 - 5/30/2018	12:15 PM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	2.33
Governance and Leadership	2.5
Teaching and Assessing for Learning	2.83
Resources and Support Systems	2.71
Using Results for Continuous Improvement	2.4

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

- PLC, Professional Learning Communities meet bi-weekly for one hour per grade level. Each K/1, 2/3, and 4/5 team has an assigned Instructional Coach. These PLC's are conducted afterschool, wherein teachers disaggregate achievement data to inform, adjust, and improve instructional decisions in order to positively impact student achievement results.
- Professional Development is on-going and based on our school's needs assessment. The professional development opportunities are school-wide, grade-level, and teacher specific. Some of our professional development choices include D5, Learning Goals and Scales, Marzano Evaluations, and Behavior Management.
- Progress Monitoring is used to assess student progress on a continuous basis and is monitored for fidelity and for effectiveness through our school's Leadership Team (through this process RTI is implemented and appropriate interventions assigned to students.) In addition, the progress monitoring is completed through a collaborative schedule based on our school's assessment calendar.
- Effective instructional practices are formally and consistently monitored through supervision and evaluation procedures to ensure alignment with the school's values and beliefs about teaching and learning, adhering to approved curriculum, and is directly engaging to all students in the oversight of their learning, and the use of standards-based instruction.

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
1611_MLKSACNotes_10317.pdf	October	SAC ByLaws	10/31/2017
1611_MLK_SACCOMP.pdf	October	SAC ByLaws	10/31/2017
MLK_SACComposition.pdf	October	A+ Funds	10/30/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	211	775 of 801	-211	153	306

School Improvement Plan (SIP)

School Name Oakland Park ES (0031)

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
OPE 2017-2018	Thursday	3rd	10/20/2017 - 5/17/2018	2:16 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)
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Grade	Student Enrollment	Data For: 2016-2017 (Last updated: 8/29/2017)				
		% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	115	20.90	1.10	37.70	5.50	
1	91	20.40	6.50	48.10	6.30	
2	108	15.30	3.60	51.90	11.70	
3	111	22.50	1.80	50.50	12.90	
4	111	24.80	5.00			
5	101					

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

The intervention strategies employed by Oakland Park to improve the academic performance of students who are identified by the early warning system is done primarily through the RtI and RtI-B processes. The students are guided through the different Tiers of this process to ensure that their academic/behavioral needs are being met. Tier 1 refers to the high quality of instruction and behavioral strategies provided to all students. First, when a teacher observes a student beginning to struggle with academics and/or behaviors, the teacher will document a record for Tier 1 Supplemental Strategies and input the information in Basis. If the Tier 1 Supplemental Strategies do not resolve the problem, the teacher will submit a Collaborative Problem Solving Referral. Following the referral on Basis, the CPST meets with the teacher. During this meeting, the child's specific problem is identified and an appropriate intervention is determined. If adequate progress is not met in Tier 1, the child then moves to Tier 2. This tier involves targeted instruction in a small group setting with a research-based program. The classroom teacher or designated staff will implement the intervention for 6-8 weeks. During this time, the implementer is responsible for gathering, analyzing and graphing the data. After the 6-8 week period, the CPST and the student's parent/guardian will meet again to discuss the student's Response to Intervention (RtI). If the student is making adequate progress, the team will follow up again in an additional 6-8 weeks to monitor the student's progress. Tier 2 interventions will be continued or discontinued as needed. If a student does not make adequate progress in response to Tier 2 interventions, the interventions may be modified or the student may require more intensive interventions. At this stage, Tier 3 is implemented. Tier 3 requires increase of frequency and duration of research based interventions in a small group setting. The classroom teacher or designated staff will implement the intervention for 6-8 weeks. Once again data will be gathered, analyzed and graphed. Then a meeting will take place to review the data and share the findings with the student's

parent/guardian. If the student is making adequate progress, the team will follow up again in an additional 6-8 weeks. Tier 3 interventions will be continued or discontinued according to the results shared.

After the 6-8 weeks of a Tier 3 intervention, if there is inadequate progress the CPST team will determine whether additional information is needed and if referral for an evaluation for Special Education Services is necessary.

In addition, students participate in "Phonics-Half Hour", which is a school-wide phonics and Rewards based 1/2 hour of intensive and focussed phonics instruction. Students are grouped according to reading needs and teachers and support staff work with small groups of students to better meet their needs. Periodic assessments through the SchoolCity program will be given to track students' growth and performance. Data chats will be held to discuss students' progress and focus instruction to further meets students' needs.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd	9/5/2017 - 6/5/2018	10:00 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

Teaching and Assessing for Learning	3.33
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.

Some of the activities our school will participate in to increase the overall rating are

Purpose and Direction: Increase parental and community involvement activities and the number represented in SAC, SAF, PTO. Also keeping parents informed of events through the parentlink.

Governance and Leadership: Continuing to celebrate student and staff success, improve and monitor the data chat process, provide opportunities for staff professional development, and to mentor new staff.

Teaching and Assessing for Learning: Utilizing research-based resources and strategies to best improve student performance and engagement, using differentiated instruction and centers

Resources and Support Systems: Better utilizing literacy and math coaches for push-in and pull-out support as well as modeling support, using the Marzano iObservation Tool, ensuring the facility is inspected and maintenance procedures are followed, and ensuring that staff and students know procedures for crisis and evacuation

Using Results for Continuous Improvement: Aligning professional development and activities to the school's improvement goal, using data to determine gaps and provide rigorous lessons to close the gaps, and using professional development activities to determine impact on student achievement

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-10_4_17-SignIn.pdf	October	Monitored	10/31/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Sept.-9_6_17-SignIn.pdf	October	Monitored	10/31/2017
SAC-9_6_17_Minutes.docx	October	Monitored	10/30/2017
SAC-agenda-Oct-17.docx	October	Monitored	10/30/2017
SAC-agenda-Sept-17.docx	September	Monitored	10/30/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
2	330	96 of 138	3	96	192

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?

Coaches meet with teachers to look at each standard and the DOK level of each standard, and review resources/activities aligned to each standard.

Walkthroughs, classroom observations with feedback are done to ensure implementation of appropriate

instruction for standards-iObservation.

PLC's are held to analyze data and discuss strategies for intervention and enrichment.

Team Leaders and Teacher Leaders model, observe and provide feedback to team members.

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, students have access to iReady online reading, MyOn for informational texts, Media to check out books. Dual Language students have access to iStation reading.

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 will be the focus for improving student achievement. Though we made improvements in ELA on the Florida Standards Assessment, the gains were minimal. The gains were enough to remove us from the Lowest 300 schools' list, but we must work on this area to make sure student achievement is continuing to improve.

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 PLC's will be scaled up to improve teaching and learning.

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

PLC's will focus on data analysis, specifically in regards to ELA.

A book study using the book, "Great Habits, Great Readers", a comprehensive balanced literacy reading program that supports the development of proficient and engaged readers, will be used by the teachers during PLC's.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Coaching, modeling, PLC's, book study, observations	Coaches, teacher leaders, administration	6/2/2018		

School Improvement Plan (SIP)

School Name Oriole ES (1831)

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
Intermediate Data Chats	Wednesday	1st2nd3rd	10/11/2017 - 6/1/2018	2:00 PM - 2:45 PM	3, 4, 5
Primary Grades Data Chats (Pre K-2)	Tuesday	1st2nd3rd	10/10/2017 - 6/1/2018	2:00 PM - 2:45 PM	Pre K, K, 1, 2

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	111	27.90	1.80		42.40	12.60
1	111	19.80	5.40		34.10	9.90
2	104	19.20	10.60		32.60	10.60
3	109	18.30	2.80		34.30	7.30
4	77	18.20	5.20		43.70	14.30
5	95	12.60	3.20		50.00	7.40

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

To improve the academic performance of students identified by the early warning system we have the following measures in place:

- RTI team supports teachers with behavior and academic interventions. Case managers are assigned to ensure teacher have direct support to ensure interventions are implemented with fidelity.
- On-going professional development per grade level on multi-tiered strategies and support
- Parent and Teacher meetings to support the home/school connection
- SPARKs initiative is utilized to address the social emotional concerns that may negatively impact student achievement.
- Social Worker Referral System (generated for specific students).
- Responsive Classrooms using Morning Meetings to target Social Emotional Needs
 - Academics
 - Teachers assess present level of student functioning in all academic areas.
 - Assessment results are analyzed during data chats, PLCs, and team meetings
 - Academic strategies are implemented for students who need additional support; strategies are documented on BASIS 3.0
- CPST meetings are held to discuss struggling students. Desired outcomes of the CPST meetings are to address area of concern, develop an intervention plan, determine progress monitoring procedures, and schedule a date/time to reconvene to review student response.
- Literacy and math coaches collaborates with teachers when developing and implementing academic interventions and progress monitoring procedures.

- Double Dose Literacy Intervention period (30 minutes)

Behavior

- Teachers assess present level of student functioning in behavior.
- Behavior strategies are implemented for students who need additional support; strategies are documented on BASIS 3.0
- CPST meetings are held to discuss struggling students. Desired outcomes of the CPST meetings are to address area of concern, develop an intervention plan, determine progress monitoring procedures, and schedule a date/time to reconvene to review student response.
- Teachers collaborate with the guidance counselor to promote desired behavior and ensure meaningful participation in instruction.

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3

Governance and Leadership	2.5
Teaching and Assessing for Learning	2.58
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.

Through Cadre 7 visits and professional development we will adapt best practices and strategies, to increase both teacher development and student achievement.

Oriole will, through the PLCs, maintain and communicate high expectations about teaching and learning through the development of curriculum, lesson plans, and assessments.

The school's leadership team will continue to meet and review data, implement shared decision making, and foster a culture consistent with the school's purpose and direction.

Our CPST team will meet biweekly regarding both student academic and student behavioral concerns to ensure the success for all students. Teachers will be assigned a support staff member as a case manager that will support staff through the RTI process.

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
Oriole-SAC-Bylaws.pdf	November	None	11/3/2017
Oriole-SAC-Meeting-Dates-17-18.doc	November	None	11/3/2017

File Name	Meeting Month	Document Type	Uploaded Date
Oriole-SAC-Agenda-Minutes-9-28.pdf	November	A+ Funds	11/2/2017
Oriole-SAC-Composition-17-18.pdf	November	None	11/2/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	325	501 of 801	-325	96	192

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?

Instructional coaches collaborated with teachers to create instructional focus calendars aligning curriculum to standards. Students are progress monitored through the utilization of School City and Engage NY assessments.

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

To increase students exposure to informational text, a number of steps have been taken increase access to informational literature. Students have access to informational text through accessing NewsELA, Scholastic News, and a wide range of informational text in our schools leveled text resource room.

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

According to the 2017-2018 ELA FSA data, 54% of 3-5th grade bottom quartile students made learning gains in ELA. By June 2018, 62% of 3-5th grade bottom quartile students will make a learning gain as measured on the ELA FSA assessment.

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?

Oriole Elementary will scale up BEST Practice #2 An Embedded High Quality RtI Process.

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

Oriole Elementary will:

1. increased the amount of MTSS meetings we have from twice monthly to weekly to ensure all students of concern are being discussed and monitored.
2. uses data (School City/ Engage NY assessments/ BAS) to make instructional decisions regarding the interventions and progress of students
3. all teachers are receiving on-going PD/ coaching in the use of differentiated instruction to ensure instruction is of high quality and done with fidelity
4. Literacy Coach and administrators do weekly walkthroughs during Tier 2/Tier 3 intervention time
5. ELO for all K-5 struggling ELA students.

School Improvement Plan (SIP)

School Name Park Lakes ES (3761)

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
Deconstructed Standards, Depth of Knowledge, Formative Assessment Review, Reviewing Summative Data, Cause Data Analysis	Monday		10/2/2017 - 4/30/2018	2:15 PM - 3:00 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

Grade	Student Enrollment	Data For: 2016-2017 (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	174	23.00	3.00	23.00	9.80	9.80
1	161	21.70	3.10	28.10	6.20	6.20
2	200	15.50	3.50	39.00	6.50	6.50
3	207	15.90	11.60	50.00	17.40	17.40
4	195	10.30	7.20	45.30	7.70	7.70
5	213	15.00	8.00	58.30	11.70	11.70

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

We utilize many resources to improve the academic performance of students identified by the early warning system. This includes, but not limited to, iReady, Leveled Literacy Intervention, Progress Monitoring through School City, Reflex (Math), Science4us (Primary Science), Gizmos (Intermediate Science), FUNDations and the use of a Reading Interventionist and other staff including Instructional Coaches for pullout groups.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	11/2/2017 - 4/15/2018	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	3.00
Governance and Leadership	3.17
Teaching and Assessing for Learning	3.17
Resources and Support Systems	3.29
Using Results for Continuous Improvement	3.4
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>We are improving our communication with the stakeholders. We are communicating a strong purpose through our weekly PLC's. Each PLC is guided by the seven pillars of Park Lakes Elementary which are focused on student centered hands-on, research-based learning. For our parents, we plan to increase the number of nights that we share information of our pillars and communicate our plans for success. For the remainder of our stakeholders, we plan to increase our ability to share our purpose and goals through our SAC/PTA meetings. The plan is rooted in the concept of continuous ongoing professional development.</p>	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC_CompositionReport.pdf	October	Monitored	11/1/2017
SAC-&-SAF-meeting-dates.docx	October	Monitored	11/1/2017
SACbylaws.docx	November	SAC ByLaws	10/19/2017
SACminutesOctober.docx	October	Developed	10/16/2017
SACsigninsheetsOctober.pdf	October	Developed	10/16/2017
SACagendaOctober.docx	October	Developed	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

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	291	645 of 801	-291	113	226

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 ensure classroom instruction is aligned to grade-level Florida Standards by following a pacing guide. The pacing guide was created by the Curriculum Coaches at the beginning of the school year for grades Kindergarten to fifth in Reading, Math, and Science. The Curriculum Coaches trained teachers the first week of school on the most effective way to use the pacing guides to drive instruction. In addition, teachers also received grade level Florida Standards resources such as KUDs, Test Item Specifications, question stems, Deconstructing Standards, task cards, and The Florida Department of Education Score Sampler for writing. In the same manner, student data is collected every three weeks in reading to ensure students are learning and understanding the standards. The students are administered assessments in reading, math, science, and writing, which are aligned to specific Florida Standards based on the pacing guides. Students' writing samples in grades four through five are collected by the Leadership Team and analyzed for identify trends.

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 has two literacy resource rooms designed for teachers to locate a variety of texts. The texts are grouped together by guided reading levels, Accelerated Reader levels, and by genres. The teachers have access to read alouds, trade books, picture books, and chapter books in which they can check out and use in the classroom. In addition, the students have access to informational text through the Media Center. The school also purchased informational text-typed articles known as Story Works. Story Works allow students to engage in authentic activities aligned to grade-level Florida Standards.

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 is the content area that wil be the focus for improving student achievement. ELA was chosen do to the 2016-2017 FSA scores and the need to improve those scores.

What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in

order to increase performance within the SES Band?

- There will be authentic PLCs implementing CARE.
- Extending Learning opportunities through afterschool Homework camps and FSA camps.
- Push in program for reading instruction.

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

As part of Park Lakes Elementary instructional framework, the school will focus on Professional Learning Communities, which are research-based and proven to increase student achievement/outcomes on the Florida Standards Assessment through deliberate and intentional effective planning. The PLCs empower teachers through collaboration and increased self-efficacy throughout the year. Thus, administration, the leadership team, and teachers will work together to ensure a guaranteed and viable curriculum to promote intentionality of planning and instruction while consistently focusing on the “end in mind,” which is the FSA.

School Improvement Plan (SIP)

School Name Rock Island ES (3701)

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
3701 LAFS-MAFS 5	Thursday	1st2nd3rd4th5th	8/28/2017 - 6/4/2018	2:00 PM - 3:00 PM	5
3701 LAFS-MAFS 4	Wednesday	1st2nd3rd4th5th	8/28/2017 - 6/4/2018	2:00 PM - 3:00 PM	4
3701 LAFS-MAFS 3	Tuesday	1st2nd3rd4th5th	8/28/2017 - 6/4/2018	2:00 PM - 3:00 PM	3
3701 LAFS-MAFS 2	Friday	1st2nd3rd4th5th	8/28/2017 - 6/4/2018	2:00 PM - 3:00 PM	2
3701 LAFS-MAFS 1	Monday	1st3rd5th	8/28/2017 - 6/4/2018	2:00 PM - 3:00 PM	1
3701 LAFS-MAFS K	Monday	2nd4th	8/28/2017 - 6/4/2018	2:00 PM - 3:00 PM	K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	91	24.20	1.10		15.90	3.30
1	91	27.50	3.30		29.60	13.20
2	96	19.80	8.30		24.10	10.40
3	100	23.00	7.00		47.40	14.00
4	101	20.80	18.80		62.50	26.70
5	102	11.80	8.80		49.00	10.80

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

- 1.) All students identified by the early warning system will receive tiered interventions through the Multi-Tiered System of Supports in Leveled Literacy Intervention (LLI) and Foundations, where appropriate. They will also receive additional support by the school's reading interventionists and math interventionists using LLI, Foundations, and the Go Math Reteach.
- 2.) All students identified as performing in the lowest quartile (2nd - 5th) will participate in the Academic

Success Program. This is a joint collaboration with Broward College, through which students will receive tutoring in Math using the Math in Practice resource.

- 3.) All students identified as performing in the lowest quartile (2nd - 5th) will be closely monitored by the school's leadership team using the Student Success Binder on a quarterly basis to review student academic progress in ELA and Math. Instructional coaches, Reading Interventionists will use the data to support grade levels individual teachers with support strategies, as well as provide targeted small group instruction.
- 4.) All students identified by the early warning system will participate in Rock Island's Check In Check Out program and receive small group counseling sessions as identified by the School Counselor, Behavior Tech and Social Worker using The Leader in Me program. The School Counselor and RtI:B team will assist teachers with behavioral interventions.
- 5.) All student's academic progress will be monitored using School City, i-Ready Standard's Mastery, Benchmark Assessment System, and performance based tasks on a weekly, monthly, and quarterly basis. Quarterly parent meetings will be held to inform parents of students academic progress, provide parents with academic strategies for the home.
- 6.) All students will be monitored closely during weekly Professional Learning Communities by classroom teachers and remediation activities identified for them.
- 7.) All students will participate in Rock Island's attendance initiative led by the Principal and Social Worker. Students who are present for the entire month and have no tardies recorded, will receive a monthly incentive.
- 8.) All students will participate in extended day instruction in Literacy (60 minutes).
- 9.) Instructional Coaches, Reading Interventionists, & Literacy Consultant support grade levels and individual teachers with instructional strategies.
- 10.) On-going professional development per grade level on multi-tiered strategies and support.
- 11.) Parent and Teacher meetings to support the home/school connection and updated reports to parents on a quarterly basis using the Student Success Academic Binder.
- 12.) Teachers will receive ongoing professional development on the multi-tiered system of supports, problem identification, and data-based problem solving to identify appropriate Tier 2 and Tier 3 interventions, progress monitor, and assess student progress.

Interventions used in ELA include:

- 1.) Leveled Literacy Intervention (LLI)
- 2.) Foundations
- 3.) Phonics for Reading

Interventions used in Math include:

- 1.) Go Math Strategic
- 2.) Go Math Intensive

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	8/31/2017 - 6/1/2018	8:30 AM - 2:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	4
Governance and Leadership	3.33
Teaching and Assessing for Learning	3
Resources and Support Systems	3
Using Results for Continuous Improvement	2.8
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>Through weekly PLCs and targeted professional developments, we will work to improve our teachers' instructional capacities, confidence, and comfort level with discussing, comparing, and analyzing each other's data to plan for instruction. During PLCs, Common Planning, and Data Chats, we will continuously review student data (past and current) in three week cycles to monitor student progress and/or lack of progress to implement interventions and adjust instruction based on student needs and individual data. In addition, we will work to increase the involvement of all Stakeholders, including parent participation, by continuing to have monthly parent meetings (SAC, PTA, Open House, Curriculum Nights, etc.). During these meetings, we will invite our community partners to provide any needed services and encourage all parents to be a part of the SAC and/or PTA to ensure that their input is evident at our school.</p>	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Composition-Rock-Island-17-18.pdf	November	None	11/3/2017
School-Advisory-Council-Meetings-.docx	November	None	11/3/2017
SAC_By_Laws_Scanned_.zip	November	SAC ByLaws	11/2/2017
SAC_Documents_.zip	November	A+ Funds	11/2/2017
17_18-RIE-meetings.docx	November	None	11/2/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

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	346	423 of 801	-346	86	171

Goals

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

Rock Island administrators ensure that classroom instruction is aligned to grade level Florida Standards through participation at PLCs. bi-Weekly, grade level teams receive a "Launch Pad" which outlines the standards of focus for the next two weeks in ELA, Math, and Science. Admin, instructional coaches, and teams work together to create a targeted plan for instruction. Plans include formative assessment for learning, instruction plan for whole group and small group with the appropriate level of rigor, centers (technology, teacher small group, standards-based, remediation, and spiral), materials and additional resources to carry out lessons. Teachers leave each week with a blue print for instruction.

Instructional coaches conduct daily walkthroughs to ensure quality standards-driven instruction is taking place and identify areas for support. They meet with specific teachers to hold reflective conversations, model standards based instruction, and provide feedback to teachers. Coaches utilize a coaches reflection log that is also used to identify trends are areas of support.

Administrators conduct walkthroughs daily to ensure quality standards-driven instruction is taking place and identify areas for support. Admin also reviews lesson plans sporadically and as needed to ensure standards based instruction. Minutes from PLCs are also used for administrators to assess the plans align with instruction.

Formative assessment data is also reviewed at PLCs. Each question and related standard is analyzed as well as student responses to assess the quality of standards based instruction.

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

Rock Island uses NewsELA as a source for the inclusion of informational texts in a variety of content areas. NewsELA is an online platform that all students have access to read and complete assignments identified by teachers. Science Read-Aloud materials are utilized for informational text exposure. At weekly PLCs, an informational standard is included and applicable resources identified.

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 30% proficiency, 51% ELA learning gains, and 54% of the lowest quartile made learning gains. The goal is not just to improve learning gains, and reduce the lowest 25% percentile, but to improve overall proficiency to 49% or higher. Data over the last three years, show an upward trend, and goal is to continue to increase.

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

The following BEST practices will be scaled up to improve teaching and learning:

- 1.) High Quality Instruction through Balanced Literacy professional development (Guided Reading, Classroom libraries, Intentional Read Alouds, Shared Reading and Writing).
- 2.) Authentic PLCs - assessment driven planning, shared collaboration, alignment with State standards and appropriate level of Rigor.
- 3.) Dial in on the lowest quartile - Leveled Literacy Intervention (LLI), Foundations, and Phonics for Reading.

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

During the 2017-2018 school year, Balanced Literacy continues to be the focus to improve teaching and learning, especially quality small group instruction. A Guided Reading trainer will provide, large, small, and individual professional development session for a total of 10 all day sessions. Coaches and Administration will conduct frequent walkthroughs using the Rubric for Coaching at all levels (Pre-A, Early, Emergent, Transition, and Fluent) and provide feedback and modeling where necessary. LAFS Question Stems are utilized in guided reading groups to ensure grade level standards are the integrated.

Intentional Read Alouds and Classroom Libraries have been established and professional development provided by the Literacy Consultant. Teachers will receive a total of 5 sessions. Coaches will work with individual classroom teachers in scaling up quality ELA instruction. Students have access to a variety of libraries in multiple environments (cafeteria, hallways) to encourage and strengthen reading abilities.

Students identified as performing in the lowest quartile will receive small group instruction from the Reading Interventionists using Leveled Learning Intervention or Phonics for Reading. Students will be assessed using Running Records and the appropriate intervention identified.

Shared Reading and Writing professional development will be provided to all teachers.

Teachers will continue to alignment of instruction with state adopted standards at the appropriate level of rigor at weekly grade level PLCs. Student data (individual, class, and grade) will be looked at on a weekly basis and the appropriate formative assessments selected to monitor learning.

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.

On the 2017 Florida Standards Assessment results, Rock Island earned 51% in ELA learning gains and 54% of our lowest quartile made gains. This is a tremendous growth from the previous year. Strategies and activities implemented include;

- 1.) Leveled Literacy Intervention during the extended hour in all classrooms.
- 2.) Ongoing professional development in Balanced Literacy (Guided Reading and quality small group instruction).
- 3.) Weekly grade level PLCs with a focus on data driven planning.
- 4.) ELO - four days weekly in ELA and Math for 90 minutes for the lowest quartile.
- 5.) Monthly individual data chats with teachers to identify specific students in need of support and plans for individual students identified.
- 6.) In class support by coaches and administration.

This growth was due largely in part to the above stated instructional activities. The leadership team played an integral role in providing systematic coaching and small group instruction by coaches, leading PLCs, and identifying solid instructional practices for teachers to implement.

School Improvement Plan (SIP)

School Name Royal Palm ES (1851)

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
Professional Learning Communities: Collaborative Grades	Tuesday Wednesday Thursday	1st2nd3rd	9/5/2017 - 5/31/2018	3:15 PM - 4:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)
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Grade	Student Enrollment	Data For: 2016-2017 (Last updated: 8/29/2017)		% of students with 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	124	29.90%	1.00		12.80	1.00
1	122	27.90	4.10		21.20	7.40
2	127	15.00	2.40		19.80	7.10
3	114	15.80	8.80		54.50	9.60
4	153	22.90	5.90		52.40	13.10
5	170	15.90	17.60		61.30	20.60

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

For the 2017-2018 school year, over 50% of grade 3-5 students scored a level 1 in the ELA or Math Florida Standards Assessment (FSA). As a result, the following strategies were put into place:

- Reading Resource Room
- 4th & 5th grade departmentalized teaching model
- Balance Literacy Approach in grades K-5
- Extended learning time (K-5)
- Implementing the use and monitoring student's data using School City assessment
- IReady reading and math

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 - 3/2/2018	9:00 AM - 2:30 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.33
Governance and Leadership	3.0
Teaching and Assessing for Learning	3.25
Resources and Support Systems	3.0
Using Results for Continuous Improvement	3.0
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>Our school will continue to providing parents and students monthly activities that pertains to content areas such as math, reading, science, and STEM nightly events.</p>	

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Self-Assessment.pdf		10/18/2017

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Bylaws-SAC-2017-2018.doc	November	SAC ByLaws	11/3/2017
RPE-SAC-Oct-Minutes-2017.doc	October	A+ Funds	11/3/2017
RPE-SAC-Oct-Agenda-2017.doc	October	A+ Funds	11/3/2017
Oct-2017-sign-in-sheets-SAC.pdf	October	A+ Funds	11/3/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	317	530 of 801	1	100	200

Goals

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

All teachers from Pre-k through fifth grade participate in Professional Learning Communities (PLC) where they collaborate with their grade levels to unpack the standards aligned to their curriculum map/scope and sequence/Florida standards for their grade levels. In addition, coaches also collaborate in those PLCs and grade level curriculum overviews and team meetings to discuss grade level standards.

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

We have a reading resource room organized by text levels, lexile, interests, and by reading levels where students have free and easy access to select leveled text for their students based on students' BAS reading levels and academic needs.

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 FSA 2017 reading will be the focus for improving student achievement. Although we have steadily been increasing we need to increase our overall ELA proficiency in grades 3-5. Reading is where our students typically struggling and by implementing appropriate interventions to meet the needs of all students in reading, then we can strengthen the chances that our overall reading scores will increase.

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

In order to improve teaching and learning to increase performance we will continue to implement more focused and authentic Professional Learning Communities (PLC).

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

We will scaled up the more focused and authentic Professional Learning Community (PLC) by providing each teacher a role during PLCs, for teachers to share best practices, and for teachers to conduct their PLCs in each others classrooms versus the same classroom each PLC day.

School Improvement Plan (SIP)

School Name Thurgood Marshall ES (3291)

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
Thurgood Marshall Elementary PLC Calendar	Wednesday	1st3rd	9/6/2017 - 5/16/2018	3:30 PM - 4:30 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)
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Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	60	20.30	1.60	53.30	12.50	
1	64	20.30	1.60		53.30	12.50
2	61	19.70	11.50		35.80	9.80
3	74	18.90	5.40		52.20	12.20
4	77	19.50	5.20		51.40	11.70
5	112	17.00	16.10		62.00	21.40

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

1. The data we use to monitor student progress is I-Ready, BAS, and SchoolCity.
2. Our goal is to provide quality Tier 1 instruction in all classrooms using standard based instruction supplemented with Journey, LAFS, Newsela , and Social leveled books with conceptual topics. for Reading. For Math, we are using Go Math supplemented with MAFS as our Tier 1 instruction. The interventions used to ensure studenets are progressing are Phonics for reading, I-Ready, Leveld Literacy Interventions, and Reading Mastery.
3. Students not progressing are appropriately grouped and receive intervention during the extended hour. All students participate in a walk to read model.
4. All classroom instruction is differentiated to address all learners.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/5/2017 - 5/22/2018	8:30 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	2.5
Governance and Leadership	3.0
Teaching and Assessing for Learning	3.0
Resources and Support Systems	2.75
Using Results for Continuous Improvement	3.2

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

For purpose and direction the school will provide clear directions on expectations to the staff and have a shared vision throughout the school.

For governance and leadership, administration will provide structure and lead by example in all areas throughout the school.

For teaching and assisng, teachers will participate in professional development that train them ot teach to the standards and will rigor.

For resources and support system, administration wittl ensure resources are available to teachers and support them in learning new content and strategies.

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
Attendance-10-12-17.pdf	October	Monitored	10/31/2017
October-2017-Minutes.docx	October	Monitored	10/26/2017
October-2017-Agenda.docx	October	SAC ByLaws	10/26/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

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	284	657 of 801	1	117	233

Goals

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

Teachers use the CARE cycle to guide their lesson and plan activities aligned to the Florida Standards. Student samples are collected in Professional Learning Communities PLCs to review and analyze.

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 have a single sign on that can be used to access books online. Students are also allowed to take curriculum books home.

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

As evidenced in the SES Band 3 data, Literacy will be chosen to improve student achievement. Currently only 26% of students in grades 3, 4 and 5 are proficient.

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?

- Visit the top 2 schools in the same SES 3 to improve our practice at Thurgood Marshall
- Planning and Teaching the standards with rigor and relevance at every grade level
- Correlating the standards with activities and assessment

Utilizing Learning Goals and Performance Scales to drive instruction

- Tracking and monitoring the progress of our lowest 25% to increase learning gains.
- Focus on instructional strategies by using Marzano High Frequency Elements.
- Implementing monthly CARE cycles

- Monitoring quarterly data templates to track students progress
- Monthly data chats -individual and team chats to discuss progress of all students, remediation and enrichment activities based on Schoolcity and Iready Standards mastery Assessments
- Streamlining online resources to meet the needs of all students - implementing iReady to drive targeted instruction- Grades K,1,2, 3, 4, 5.
- Writing Program -grades 4 & 5

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

Professional Development will be provided to teachers that focus onstandards based instruction. Teachers will also be trained in BAS to successfully screen their students for deficiencies and to provide the targeted intervention. During data chats teachers will be shown how to analyze their students scale scores and compute how many points they will need to make a learning gain. The team will also analyze the weakest strands for each student, group them accordingly and plan instruction to teach the strand with rigor. . Will organize a Family Academic Nights to keep parents informed of all the schools initiatives and programs. Professional Learning Community(PLC) will tke place bi-monthly utilizing Florida Standard Learning Progression to identify gaps and correct the learning necessary to close the gaps.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
	Mcheal Billins, Angie Jones, Delphia Kaigler	5/7/2018	Teachers will attend bi-monthly professional learning communities to address a clear understanding of the standards.	\$1,000.00

School Improvement Plan (SIP)

School Name Village ES (1621)

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
Village Elementary School PLC - 5th	Monday	1st2nd3rd4th5th	9/11/2017 - 5/28/2018	2:15 PM - 3:00 PM	5
Village Elementary School PLC - 4th	Monday	1st2nd3rd4th5th	9/11/2017 - 5/28/2018	12:15 PM - 1:00 PM	4
Village Elementary School PLC - 3rd	Monday	1st2nd3rd4th5th	9/11/2017 - 5/28/2018	10:45 AM - 11:30 AM	3
Village Elementary School PLC - 2nd	Monday	1st2nd3rd4th5th	9/11/2017 - 5/28/2018	8:45 AM - 9:30 AM	2
Village Elementary School PLC - 1st	Monday	1st2nd3rd4th5th	9/11/2017 - 5/28/2018	9:45 AM - 10:30 AM	1
Village Elementary School PLC - K	Monday	1st2nd3rd4th5th	9/11/2017 - 5/28/2018	1:15 PM - 2:00 PM	K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	119	15.10			5.80	
1	134	17.90	1.50		24.50	3.70
2	152	20.40	5.90		16.00	4.60
3	126	11.90	3.20		33.90	7.90
4	142	13.40	4.20		53.40	9.90
5	158	7.00	5.10		51.00	6.30

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

1. The data we use to monitor student progress is I-Ready, BAS, and SchoolCity.
2. Our goal is to provide quality Tier 1 instruction in all classrooms using standard based instruction supplemented with Journey, LAFS, Newsela , and Social leveled books with conceptual topics. for Reading. For Math, we are using Go Math supplemented with MAFS as our Tier 1 instruction. The interventions used to ensure studenets are progressing are Phonics for reading, I-Ready, Leveld Literacy Interventions, and Reading

Mastery.

3. Students not progressing are appropriately grouped and receive intervention during the extended hour. All students participate in a walk to read model.

4. All classroom instruction is differentiated to address all learners.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	10/5/2017 - 5/24/2018	8:30 AM - 2:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	2.83
Teaching and Assessing for Learning	3.0
Resources and Support Systems	2.29

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

The school will participate in various activities to enhance our Self Assessment Ratings Results that impact each of the various accreditation standards.

Standard I: Purpose and Direction: Village Elementary School has created goals based on the analysis of state assessment data. The curriculum team has reviewed instructional standards based practices to highlight school wide strengths and weaknesses as evidenced by the previous year's data.

Standard II: Governance and Leadership: Village Elementary School has a clearly defined leadership support system to promote teacher and student success.

Standard III: Teaching and Assessing for Learning: Curriculum design incorporates daily and weekly formative as well as biweekly summative assessments that guide teacher effectiveness and student learning.

Standard IV: Resources and Support Systems: Village Elementary School participates in district, county, and state programs that support the social, emotional, and academic needs of all learners.

Standard V: Using Results for Continuous Improvement: Village Elementary School generates data from all stakeholders to inform faculty and staff of student concerns that inhibit academic progress.

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-Meeting-Dates.pdf	October	SAC ByLaws	11/3/2017
SAC-ByLaws.pdf	October	SAC ByLaws	11/3/2017
Village-Committee-Membership.pdf	October	None	11/3/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAC_October_Agenda_Minutes_SignIn.pdf	October	None	11/3/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	297	617 of 801	1	110	220

Goals

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?

- Newsela is an online website where students have access to informational text for each content area. This program allows students to receive current information at their level.
- Classroom libraries have been supplemented with the informational texts received as a part of the Title I Scholastic Libraries
- Grade level libraries are also provided and books are organized by reading level
- There is a Book Resource Room available for teachers to check out additional books based on interest and/or topic being covered in class.

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?

Literacy (ELA) - ELA was chosen as an area of focus based on our FSA Data from the 2016-2017 School Year. Although we saw some improvements in our ELA data, we would like to see continued growth in this area. We believe if we can get our students proficient in ELA, we will see improvement in the other content areas as well. Additionally, Village is currently on the Lowest 300 list in the state which requires an extended school day with a focus on Intensive Reading. In order to "get off" this list, it is imperative that we increase our scores in ELA as well as improve our learning gains.

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

1. Instructional Expectations: As a school, we have instituted instructional expectations that address what instruction looks like in our classrooms, what strategies instill great habits for our scholars, and how we monitor the progress of our scholars. Those expectations have been pegged as the "Fantastic Four".
2. Professional Learning Communities: Refining the process of how PLCs are conducted in order to engage our instructional staff in deep progress monitoring of student data.
3. Targeted Professional Development: Providing professional development in a targeted manner to address the SPECIFIC needs of our instructional staff

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

Instructional Expectations: Fantastic Four

- The Instructional Expectations are a guiding force for everything that we do at Village Elementary School--what instruction looks like in the classroom
- **Instructional Expectation #1:** Provide clear and concise directions for instructional tasks
- **Instructional Expectation #2:** Pre-teach and reinforce academic vocabulary necessary for understanding
- **Instructional Expectation #3:** Provide opportunities for discussion and writing about content
- **Instructional Expectation #4:** Assess scholar understanding at the end of each lesson AND use scholar performance data to plan upcoming instruction

Professional Learning Communities

- Grade Level PLCs meet weekly.
- The focus is intensive reading and meeting the needs of our struggling readers in order to refine our RTI process
- Support staff members are available to support this process.
- Data is used to guide the conversations in these meetings and to make instructional decisions.

Targeted Professional Development

- Professional development is designed to meet the needs of our teachers. Whenever a need occurs, PD is used to help meet that need.
- PD can be done in large groups, small groups, and even with individual teachers depending on the need.
- Teachers are targeted for attendance at District Professional Development workshops

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Staff Newsletter, Parent Newsletter, Parent Link, Remind, Twitter, SAC Meetings	Wanda E. Haynes, Principal, Lunston Dennis, SAC Chair, Principal Designee	5/31/2018	None	None
I-Ready	Holly Hunt, Nicole Coutain, & Sheldon Jordan	5/31/2018	I-Ready PD on Diagnostic Data and on Instructional Monitoring	None
J&J Bootcamp	Fifth Grade Science Teachers	5/31/2018	J&J Science Bootcamp Training	None
Learning Walks and PLCS	Wanda E. Haynes, Principal, Team Leaders, & Instructional Coaches	5/31/2018	PD needs will be determined as a result of the Learning Walks	None
School City Testing	Holly Hunt, Nicole Coutain, & Sheldon Jordan	5/31/2018	Webinars provided by School City based on need	None

School Improvement Plan (SIP)

School Name Westwood Heights ES (0631)

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
4th and 5th Grade Math	Tuesday		9/1/2017 - 5/30/2018	3:00 PM - 4:00 PM	4, 5
4th and 5th Grade Literacy	Wednesday	1st2nd3rd4th	10/2/2017 - 5/4/2018	3:15 PM - 4:15 PM	4, 5
5th Grade Science	Tuesday	1st2nd3rd4th	10/2/2017 - 5/4/2018	3:15 PM - 4:15 PM	5
K and 1 Math	Tuesday	1st2nd3rd4th	10/2/2017 - 5/4/2018	3:15 PM - 4:15 PM	K, 1
2nd and 3rd Grade Literacy	Tuesday	1st2nd3rd4th	10/2/2017 - 5/4/2018	3:15 PM - 4:15 PM	2, 3
3rd Grade Math	Monday		10/2/2017 - 5/4/2018	3:15 PM - 4:15 PM	3

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	98	28.60	2.00		28.40	8.20
1	95	23.20	7.40		48.60	13.70
2	94	21.30	8.50		22.70	5.30
3	91	13.20	6.60		51.10	11.00
4	81	13.60	6.20		57.10	7.40
5	89	12.40	5.60		48.00	7.90

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

- Super QAR
- Journey's Toolkit (K-5)
- LLI (K-5)
- Foundations (K-3)
- Phonics for Reading (2-5)

- iReady (web-based) (K-5)
- Go Math – Strategic Intervention (K-5)
- iReady (web-based) (K-5)
- TouchMath (K-4)
- Reflex Math (web-based) (2-5)
- FCRR Fluency Probes (1-5)
- Quick Reads (1-5)
- TenMarks (web-based) (3-5)

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/5/2017 - 5/28/2018	9:05 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	3.00
Governance and Leadership	3.17
Teaching and Assessing for Learning	2.92

Resources and Support Systems	3.29
Using Results for Continuous Improvement	3.20

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

The activities Westwood Heights Elementary will participate in to increase our overall ratings include:

- Implement a continuous improvement model allowing leadership and staff to work collaboratively through district established policies and procedures, and to achieve improved learner success.
- Continue to implement strong data collection processes, through multiple measures including but not limited to formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision and/or enhancement.
- Consistently utilize instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, through the use of available technology as instructional resources and learning tools. To improve this area, instructional coaches will model instruction and provide professional learning opportunities that include various ways to integrate content, skills, and technology.
- Continue to define clearly, policies, processes, and procedures that ensure schools leaders have access to, hire, place, and retain qualified professional and support staff.
- Implement a procedure where school personnel and students are accountable for maintaining the expectations of a safe and clean environment and continuously monitor these conditions.
- Improvement plans are developed, implemented, and closely monitored by appropriate personnel as necessary.
- Continued use of CARE assessment data to assess program effectiveness.
- Continued school's systematic processes and procedures for collecting, analyzing, and applying learning from all data sources. Teachers and instructional coaches use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.
- Implement an individualized professional development program related to the evaluation, interpretation, and use of data to increase educators ability to increase learner achievement.

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
A+-ballot.PNG	October	A+ Funds	10/13/2017
A+-results.pdf	October	A+ Funds	10/13/2017
SAC-ByLaws.pdf	October	SAC ByLaws	10/12/2017
SAC-Composition-Report-2017-2018.pdf	October	None	10/12/2017
a+-ballot-and-voting-form.JPG	October	A+ Funds	10/6/2017
Oct3.pdf	October	A+ Funds	10/6/2017
Sep5.pdf	September	Monitored	10/6/2017
SAF-Meeting-Dates-for-2017-18.docx	October	None	10/3/2017
SAC-Meeting-Dates-for-2017-18.docx	October	None	10/3/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

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	325	501 of 801	-325	96	192

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?

Westwood Heights ensures that classroom instruction is aligned to grade-level Florida Standards by holding weekly PLC's that delve into the standard for the coming weeks. During this PLC, standards are deconstructed, instruction is planned to meet the rigor and expectation of the standard, and data is analyzed in regard to each standard that has been assessed. Evidence is collected through formative/summative assessments at the end of each cycle and through classroom observations/walkthroughs.

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?

Learners have access to a variety of informational text through the following modes/mediums:

ReadWorks (online)

Science A-Z (digital and print)

Social Studies Levelled Readers (print)

Levelled Book Room (print)

Delta Science Levelled Readers (digital and print)

NewsELA (digital and print)

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

The content areas that are the focus based on SES Band Data are ELA and Math. This area was chosen because in the past we have had a lack of consistent growth in both areas. During the last 3 years, the schools improvement goal has and will continue to be: "If all learners are actively engaged in effective literacy instruction to include listening, speaking, reading, and writing across all content areas, then learners will demonstrate gains as evidenced by assessments." Due to acquiring an additional Math Coah, teachers are provided intensive support in mathematics (k-2 and 3-5). With this, we add Math as an area of focus for improving student achievement.

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

The BEST practices that are being implemented to improve teaching learning are:

- Coaching Cycles
- Collaboartion
- PLC's

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

- Weekly coaching cycles with all teachers on campus utilizing our 3 instructional coaches and Assistant Principal
- Data Chats per cycle to anlyaze data and inform future instruction.
- Collaboration among with coaches.
- Weekly PLC's by content and grade level teachers.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Analyze School City Data for Strengths and improvements to inform future instruction	Lavina Robinson, Jodi Washington, Nicholas Mennecke, Jennel Mayers, Rohan Hanslip and all teachers	5/31/2018		\$0.00
Observations of each teacher weekly/follow up meetings each week with each teacher	Lavina Robinson, Nicholas Mennecke, Jennel Mayers, and Rohan Hanslip	5/30/2018	0	\$0.00