

School Improvement Plan (SIP)

School Name Bethune ES (0341)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Grade level ELA PLC	Wednesday Thursday	1st2nd3rd4th5th	8/14/2017 - 5/16/2017	8:00 AM - 9:00 AM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)
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Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	75	14.70	1.30		64.40	6.70
1	85	20.00	12.90		60.70	16.50
2	66	16.70			30.00	6.10
3	91	8.80	4.40		44.80	5.50
4	108	8.30	6.50		54.70	8.30
5	90	14.40	6.70		37.20	14.40

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

- Students in Kindergarten are receiving Foundations reading program reinforcing Phonic Awareness.
- Students in first and second grade have received a reading placement test. Students have been grouped according to level. Teachers are using the Phonics for Reading program for reading levels 1-3.
- Any student in grades 3-5 that was a Level 1-5 (on the FSA) that was not found to have a Phonics deficit was placed in a comprehension group to work on Reading Comprehension.
- Grades 3-5 Level 1-2 students as well as low 3's, that are being seen for Comprehension will be using LAFS and I- Ready as an intervention.
- Grades 3-5 Level 3-4-5 students that are on or above grade level will be using DBQ program and working with these texts.
- Groups are being seen by classroom teachers, interventionists, coaches, and performing arts teachers.
- Students in first and second grade are also provided a phonics intervention. All kindergarten students work on the Foundations Program to improve letter names and sound recognition.
- Students in 4th and 5th grade in the bottom quartiles receive push-in services from the interventionist teachers/Para-Professionals during their reading/center time.

RtI Team Meeting Schedule

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Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Wednesday Thursday	1st, 3rd, 4th, 5th	9/25/2017 - 5/21/2018	8:30 AM - 3:30 PM
Monday	1st, 3rd, 4th	9/25/2017 - 5/21/2018	8:30 AM - 3:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	2.0
Governance and Leadership	2.67
Teaching and Assessing for Learning	3.17
Resources and Support Systems	3.29
Using Results for Continuous Improvement	3.2

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

We will continue to work on improving in the area of Purpose and Direction by reestablishing our school mission and vision, making sure that the mission and vision is shared with all school stakeholders including staff, faculty, students, parents, community members, business partners, etc.

Also, we are strengthening our leadership team. We meet on a weekly basis to monitor data and student progress.

We will continue to use school survey results to identify areas to improve.

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-BETHUNE.pdf	October	A+ Funds	10/27/2017
SAC-SAF-Parent-Activity-Meetings-2018.docx	October	Developed	10/24/2017
SAC-SAF-Agenda-Oct-2017.docx	October	None	10/19/2017
SAC-ByLaws-2017.html	October	SAC ByLaws	10/19/2017
SAFbylaws-2017.docx	October	SAF ByLaws	10/19/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

Goals

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

To ensure that classroom instruction is aligned to grade level Florida Standards we have used the district curriculum pacing guides in all subject areas to create a school instructional pacing calendar for both primary and intermediate classes.

To evidence classroom instruction is aligned meet with grade level teams and use a PLC grade level team meeting template in which we discuss the curriculum focus, assessment, remediation and enrichment areas for the week. Each grade level team use this meeting forum to dig deep to determine what's working, not working or needs modifications.

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 in grade 3 through 5 have access to a laptop computer on a 1-1 ratio. Each intermediate class has a laptop cart all day.

Teachers use the following sites to supplement student learning: ReadWorks, NewELA, iReady, Flowcabulary, and other learning sites.

All students visit the media center weekly. The media clerk provide students with access to check out library books. Students also watch educational videos and participate in digital conferencing through BEACON.

Because we are a Title I school, the Literacy Department has provided each teacher with classroom library with social studies/science books students can read individual or in a small guided reading group.

This year all science materials have only been provided digitally by our district.

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 measured by the 2016-2017 FSA in reading only 40% of students in grades 3-5 scored at or above proficiency (Level 3).

In math 45% of intermediate students at or above proficiency level in grades 3-5.

42% of students in grade 5 scored at or above a level 3 on the science test.

In writing students in grade 4-5 scored an average of 5 out of 10.

The two lowest scoring content areas are both reading and writing. We have selected to focus on these areas because we believe that once we are able to help students improve in these two content areas then math and science scores will also increase since all content areas are impacted by how well a student is able to read and write (foundational skills of learning).

The Test Specification Items will be used to align cycle/formative assessments, teaching practices and student activities. Teachers must instruct using the correct level of DOK for each standard. Teachers are using the LAFS reading and writing teaching resources to expose students to the level of rigor needed to meet proficiency.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

School Improvement Plan (SIP)

School Name Colbert ES (0231)

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
Literacy Professional Learning Community	Wednesday	1st2nd3rd	8/23/2017 - 5/2/2018	3:00 PM - 3:45 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)
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Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	94	26.50	1.00	40.50	40.50	6.00
1	104	25.00	0.70	32.10	32.10	5.80
2	134	17.90	0.70	17.30	17.30	2.20
3	128	17.20	3.90	42.00	42.00	8.60
4	111	16.20	0.90	39.80	39.80	9.90
5	111	22.50	1.80	48.50	48.50	9.00

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

The RtI committee meets twice monthly to discuss students not responding to the tier 1 instruction or who are presenting with behaviors that impede their learning. Interventions, assessments and monitoring are developed based on the needs of the student. Reading intervention programs and math re-teach material are used to remediate students to bridge the gap and increase proficiency.

All retained students are also brought through the RtI process to closely monitor their progress. The school counselor, school social worker and psychologist are an important part of the MTSS process in order to help address any areas of concerns with attendance, social emotional barriers or needs for resources such as glasses. Our lowest 30% in reading and math are provided with additional daily small group instruction. Their data is tracked carefully to determine if they are making gains.

After school tutoring will begin in November 2017 for identified students.

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, 4th	8/23/2017 - 5/16/2017	9:00 AM - 2:45 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	3.33
Teaching and Assessing for Learning	2.92
Resources and Support Systems	3.43
Using Results for Continuous Improvement	2.8

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

Improvements will be made in the area of Using Results for Continuous Improvement. We are increasing our focus on using data to drive instruction. This year we are teaching students to own their assessment data

for all subjects by having them graph and report their assessment results in their data folder. We are also providing professional development for teachers on using data to drive their instruction. We are posting data visually for students and staff to improve the communication of our assessment data and create a culture of understanding that the data drives everything.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
0231_12102015_Self-Assessment-2015.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
SAC-Meeting-Minutes-10-18.docx	October	Monitored	11/6/2017
SAC-Agenda-_Oct_18_17.docx	October	Monitored	11/6/2017
SAC-Sign-In-10_18.pdf	October	Monitored	11/6/2017
SAF_NOV_SignIn.docx	November	SAF ByLaws	11/3/2017
SAF-Agenda_11.1.docx	November	SAF ByLaws	11/2/2017
SAC_SAF-Meeting-Dates.docx	September	Monitored	10/27/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAC-ByLaws_2017_2018.pdf	October	ByLaws	10/27/2017
Colbert_SAC_Composition.pdf	September	Monitored	10/17/2017
SAC-Sign-In_9_26.pdf	September	Monitored	10/17/2017
SAC-Meeting-Minutes-9-26.docx	September	Monitored	10/17/2017
SAC_Agenda-Sept_26_17.docx	September	Monitored	10/17/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
2	318	108 of 138	-318	102	204

Goals

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

The school ensures classroom instruction is aligned to grade-level Florida Standards from instructional coaches creating instructional focus calendars per grade level designed to support the scope and sequence of the Florida Standards. The administration and instructional coaches hold monthly meetings and/or professional developments with teachers to ensure classroom instruction and delivery is aligned to grade level Florida Standards. The evidence that is collected to ensure that classroom instruction is aligned to grade level standards includes formative and summative instructional assessments to gather data to individualize instruction for students which align to the Florida State Standards. The teachers and support staff work collaboratively to design lessons that are aligned to the Florida State Standards.

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

The school ensures that students have access to informational text for each content area in a variety of mediums by utilizing a centralized leveled book room, classroom libraries that are organized by genre and levels, Leveled Literacy Intervention, I-Ready, MyON, NewsELA, Vocabulary.com, ReadWorks, and Razplus which are all supplemental accesses to informational text related to literacy, mathematics, science, and social studies.

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

As evidenced in the SES Band Data, ELA was chosen to be the focus for improving student achievement because English/Language Arts learning gains were 48% and English/Language Arts learning gains for the lowest 25% were 41%. These areas were chosen because the school's aim is to improve student achievement in learning gains (overall) and learning gains for the lowest 25% because we did not meet the SY 2016-2017 SIP targets.

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 the literacy schedule an extra hour of instruction has been added to each day. Within the extra hour students in each class receive phonics instruction, CLOSE reading, read aloud/interactive read aloud/shared reading and vocabulary. The lowest 25% students receive daily intervention in small group that is individualized and based on instructional levels. All students receive balanced literacy instruction which includes whole group (mini-lesson), small group guided reading, center rotation, grammar/sight word instruction and writing. Teachers are working collaboratively to design lessons to improve the teaching and learning in order to increase performance.

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

The literacy instruction has been scaled up by the increase in instructional time by adding the extra hour of instructional focus. Teachers have received additional and on-going professional development in the areas of balanced literacy. The lowest 25% of students receive daily intervention support. Teachers are working collaboratively with the administration and instructional coaches to design lesson plans that are aligned to the Florida Standards.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Provide additional intervention small groups for lowest 30%. Monitor and track data and make adjustments as needed.	Marisa Fishlock	10/20/2017	Leveled Literacy Intervention Program PD	Accountability dollars approx. \$3300.00 will be utilized to purchase Leveled Literacy Intervention Kit

School Improvement Plan (SIP)

School Name Deerfield Park ES (0391)

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
FAWN'S STRIVING HIGH PLC	Wednesday	1st3rd	9/6/2017 - 6/6/2018	7:30 AM - 8:30 AM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)
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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	82	10.50	1.10	44.00	44.00	4.30
1	94	10.60	1.10		44.00	4.30
2	75	16.00	1.30		43.50	5.30
3	106	11.30	0.90		37.00	2.80
4	94	9.60			39.30	3.20
5	95	9.50	1.10		46.00	3.20

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

Students in 3rd Grade that are exhibiting two or more early warning indicators are receiving weekly consultations from Ms. McKeever, Reading Coach through individual student data chats, student conferences, push-in/push-out for academic support.

Students in 4th Grade that are exhibiting two or more early warning indicators are receiving weekly consultations from Ms. Burton, Math Coach through individual student data chats, student conferences, push-in/push-out.

Students in 5th Grade that are exhibiting two or more early warning indicators are receiving weekly consultations from Ms. Brown, ESE Specialist through individual student data chats, student conferences, push-in/push-out.

All students in grade K-5 that are exhibiting two or more early warning indicators are given additional support on Saturday morning tutorials.

RtI Team Meeting Schedule

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Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 3rd	9/18/2017 - 6/4/2018	8:30 AM - 3:30 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	3.67
Governance and Leadership	3.0
Teaching and Assessing for Learning	2.75
Resources and Support Systems	3.57
Using Results for Continuous Improvement	3.2
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>TO INCREASE THE OVERALL RATINGS ABOVE, THE SCHOOL WILL ENSURE TEACHERS ARE KNOWLEDGABLE OF HOW TO ANALYZE DATA AND USE THE INFORMATION TO DRIVE</p>	

INSTRUCTION AND ULTIMATELY MEET THE NEEDS OF STUDENT LEARNERS.

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
0391_SAFMTG10417.pdf	October	SAF ByLaws	11/3/2017
0391_DPESACOMP_MTGSCCHEDULE.pdf	October	SAC ByLaws	11/2/2017
0391_DPEBYLAW_2017.18.pdf	October	SAC ByLaws	10/31/2017
0391_SACMTG10.04.17MINS.pdf	October	None	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	377	267 of 801	-377	70	140

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 COAHES PROVIDE K-5 TEACHERS A FOCUS/PACING GUIDE FOR THE SCHOOL YEAR. EACH TEACHER UTILIZE THE RESOURCE TO PACE INSTRUCTION WHICH ARE ALIGNED TO GRADE LEVEL FORMATIVE ASSESSMENTS. EACH TEACHER IS ALSO PROVIDED A COPY OF THE FLORIDA STANDARDS IN EACH CONTENT AREA

DATA COLLECTED FROM GRADE LEVEL FORMATIVE, ADMINISTRATION WALKTHROUGHS AND OR OBSERVATIONS

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

TEACHERS PROVIDE INSTRUCTION THROUGH THE DIGIT-5 PLAN AS WELL UTILIZE VARIOUS COMPUTER INCENTIVE PROGRAMS THAT ARE GEARED TOWARDS STANDARDS. EACH PROGRAM MONITORS STUDENT PROGRESS AND TEACHER USE THE DATA TO DRIVE INSTRUCTION.

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 DATA IN THE SES BAND, ELA/WRITING IS A FOCUS BECAUSE LESS THAN 40 PERCENT OF STUDENTS ARE NOT PROFICIENT READERS AND OR STRUGGLING READERS

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 SCHOOL HAS DEVELOPED A SCHOOL READING/ELA FOCUS WITH INCENTIVES FOR MOTIVATION ALIGNED TO STUDENT PROGRESS AND GROWTH

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

THE BEST PRACTICE WILL BE SCALED THOROUGH MONITORING AND REGULARY ANALYZING DATA TO ADJUST INSTRUCTION, STRATEGIES AND OR MAKE RECOMMENDATIONS

BEST PRACTICES WILL CONTINUE TO BE SHARED AMONG COLLEAGUES/ACROSS GRADE LEVELS

School Improvement Plan (SIP)

School Name Drew, Charles ES (3221)

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
KG-2 Grade Level Collaborative PLC	Wednesday	1st2nd3rd4th	8/23/2017 - 6/6/2018	3:15 PM - 4:15 PM	K, 1, 2
3-5 Grade Level Collaborative PLC	Tuesday		8/22/2017 - 6/5/2018	3:15 PM - 4:15 PM	3, 4, 5
BAS Literacy Continuum PLC	Thursday	4th	10/20/2017 - 5/26/2017	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5
Let's Talk Science	Thursday	4th	9/25/2017 - 5/21/2018	3:15 PM - 4:15 PM	Pre K, K, 1, 2, 3, 4, 5
Math Mondays	Monday	3rd	9/18/2017 - 5/21/2018	3:15 PM - 4:15 PM	Pre K, K, 1, 2, 3, 4, 5
Standards Based Instruction PLC- K	Thursday	2nd4th	8/31/2017 - 5/22/2018	2:15 PM - 4:15 PM	K
Standards Based Instruction PLC- 1	Wednesday	2nd4th	8/30/2017 - 5/22/2018	2:15 PM - 4:15 PM	1

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Standards Based Instruction PLC- 2	Tuesday	2nd4th	8/29/2017 - 5/22/2018	2:15 PM - 4:15 PM	2
Standards Based Instruction PLC-3	Thursday	1st3rd	9/19/2017 - 9/22/2018	2:15 PM - 4:15 PM	3
Standards Based Instruction PLC- 4	Wednesday	1st3rd	9/6/2017 - 5/22/2018	2:15 PM - 4:15 PM	4
Standards Based Instruction PLC- 5	Tuesday	1st3rd	9/5/2017 - 5/22/2018	2:15 PM - 4:15 PM	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

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	89	23.60	5.60		50.00	11.20
1	103	15.50	1.00		36.40	7.80
2	99	20.20	2.00		36.70	11.10
3	114	14.00	8.80		57.80	13.20
4	97	8.20	4.10		58.40	7.20
5	107	15.00	8.40		53.80	13.10

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

In order to improve the academic performance of students who are identified by the early warning system, the CPS/RTI team will track and monitor student's academic and behavioral progress bi-weekly. Additionally, teachers will meet with the admin team to analyze student formative assesment data and develop action steps for meeting individual student needs. Lastly, the school's community liaison and guidance counselor will meets with individual students to offer positive supports to ensure social-emotional needs are being met.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 3rd	8/23/2017 - 6/6/2018	8:30 AM - 2:00 PM
Wednesday	1st, 3rd	8/23/2017 - 6/6/2018	8:30 AM - 2:00 PM

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 3rd	9/6/2017 - 6/6/2018	8:30 AM - 1:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	2.0
Governance and Leadership	2.5
Teaching and Assessing for Learning	2.0
Resources and Support Systems	2.29
Using Results for Continuous Improvement	2.0

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

The school's leadership team and staff commit to a culture that is based on shared values and beliefs about teaching and learning. The vision supports challenging, equitable educational programs and learning

experiences for all students which include achievement of learning, thinking, and life skills. Additionally, creating a safe and nurturing learning environment is a top priority. The leadership team and instructional coaches facilitate professional development, participate in professional learning communities, and provide mentoring/coaching support based on specific needs determined by student and teacher data. Lastly, a huge focus on teacher retention is prevalent. Participation in the TIF IV program and Children's Literacy Initiative (CLI), provides additional support for all instructional and non-instructional staff. In an effort to improve the school's progress, data analysis, formal observations, PLC participation, and professional development will be implemented throughout the year to teaching and learning is occurring.

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
3221_SAFSign_inSheet_10102017.pdf	October	SAF ByLaws	11/3/2017
3221_SAFAgenda_10102017.docx	October	SAF ByLaws	11/3/2017
Drew-SAC-Composition.pdf	November	Monitored	11/2/2017
3221_EXECUTIVE_SUMMARY_10102017.pdf	October	Developed	10/30/2017
3221_SACMinutes_10102017.docx	October	Developed	10/29/2017
SAC-Meeting-Schedule.docx	August	None	10/29/2017
3221_ByLaws_2017-2018.pdf	October	SAC ByLaws	10/27/2017
3221_OctSACAgenda_10102017.pdf	October	Developed	10/11/2017

File Name	Meeting Month	Document Type	Uploaded Date
3221_OctSACSignIn_10102017.pdf	October	Developed	10/11/2017

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?

Teachers are required to complete detailed lesson plans that are differentiated and designed to help students master grade-level expectations/standards. Additionally, team leaders submit weekly team minutes and instructional cycles which highlight specific standards that will be taught. These documents are collected and serve as evidence which helps ensure classroom instruction is aligned to grade-level standards. In addition, each classroom has a common board configuration that includes the focus standard, objective, essential question, and kid-friendly "I can" statement. Secondly, teachers incorporate learning goals and performance scales which allows students to take ownership over their learning by tracking their own progress. Lastly, school administrators conduct formal and informal classroom observations to ensure instruction aligns to grade-level Florida standards.

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

Charles R. Drew is a part of the Children's Literacy Initiative (CLI) which has provided a plethora of interactive read aloud texts as well as independent classroom library leveled readers. Additionally, students are exposed to rich informational text provided by NewsELA. Weekly passages are used as nightly homework and are dissimantatd by lexile level to differentiate learning for students. Lastly, students visit the school's library during open media to check out a variety of texts.

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

Both reading and mathematics will be the focus for improving student achievement. Based on the 2017 Florida Standards Assessment data, student proficiency is a key area that will be targeted 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?

During Professional learning communities (PLCs), participants will analyze student data, share BEST practices, discuss grade-level standards, and engage in new learning. In addition, one first and second grade teacher along with the literacy coach and assistant principal will participate in monthly cadre meetings where they will deepen their understanding of the balanced literacy framework. Lastly, the admin team will facilitate quarterly data chats with all instructional personnel (ie. teachers, coaches, interventionist

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

During professional learning communities, teachers will be expected to model teaching strategies, discuss and develop a plan for teaching skills, analyze student work samples, and participate in professional development as needed. Secondly, new learning acquired from the monthly cadre meetings will be shared by first grade and second grade teachers with other colleagues. This will help build capacity and increase shared decision making. Lastly, monthly data chats will ensure instructional staff members are reviewing student data and developing a plan of action in order to meet student needs.

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.

During the 2016-2017 school year, the SchoolCity platform was used to create monthly common formative assessments. Based on student assessment data, instructional coaches created personalized instructional plans for grades 3-5. An increase in student proficiency was evident in reading, math, and science. Student achievement was contributed to the development of this personalized plan.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Share BEST practices, teacher modeling, analysis of student work, unwrapping standards, lesson planning.	Team leaders, instructional coaches, admin team	5/31/2018		
Participate in new learning by attending monthly meetings, share BEST practices, collaborate with others.	Keandre Fulton, Anitra Fleming, Allison Oliaro, and Natasha Patten	5/31/2018		
Analyze student data	Admin team and instructional coaches	5/31/2018		

School Improvement Plan (SIP)

School Name Lake Forest ES (0831)

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
Literacy Focused (Eight PLCs)	Thursday		8/3/2017 - 5/17/2018	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)
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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	127	20.50	0.00	10.00	10.00	6.40
1	102	17.60	2.00		15.90	5.90
2	119	13.40	5.00		16.70	2.50
3	137	14.60	1.50		30.40	5.80
4	89	7.90	6.70		50.00	10.10
5	109	12.80	4.60		42.30	9.20

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

The school identifies the specific students that not progressing toward the school and district goals by reviewing specific early warning indicators and placing interventions in place to address these needs:

- Students that have been retained or are not proficient in reading are scheduled to be discussed at a meeting with the MTTTS team along with the student’s teacher. The individual student data is reviewed and based upon the student’s deficiencies, interventions are put in place and monitored every 8 weeks to determine effectiveness of the intervention on the student’s achievement. The guidance counselor conducts support groups for intermediate grade level students that have been retained, to not only assist in their academic development, but to also assist in increasing their motivation and self-esteem.
- Teachers communicate with parents when attendance issues arise (excessive tardies or absences). The teacher will discuss with the parent the importance of attendance and the effect it is having on their student’s education. The teacher will also refer the parent to the appropriate personnel if the family requires additional support to assist with the reason for the loss of instructional time. If the issues continue, the teacher will send home an official letter which documents the amount of absences or tardies and the concern for the student missing instructional time. Teacher may refer concern to the social worker for additional support if needed. Our goal is to attempt to assist the parent in any way possible before it is referred to the BTIP process.
- Students that have received two or more behavioral referrals are scheduled to be discussed at a meeting with the MTTTS team and student’s teacher. Parents are included in process to provide any helpful information on the student’s behavior or different strategies that may be effective with their child. Students also complete and interest inventory. The individual student data and parent, student, and

teacher input is reviewed and based upon the student's individual need a positive behavior plan may be created. The plans are implemented and monitored every 8 weeks to determine effectiveness.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	9/25/2017 - 5/7/2018	8:30 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	2.0
Governance and Leadership	2.5
Teaching and Assessing for Learning	2.0
Resources and Support Systems	2.29
Using Results for Continuous Improvement	2.0

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

The school's leadership team and staff commit to a culture that is based on shared values and beliefs about teaching and learning. The vision supports challenging, equitable educational programs and learning experiences for all students which include achievement of learning, thinking, and life skills. Additionally, creating a safe and nurturing learning environment is a top priority. The leadership team and instructional coaches facilitate professional development, participate in professional learning communities, and provide mentoring/coaching support based on specific needs determined by student and teacher data. Lastly, a huge focus on teacher retention is prevalent. Participation in the TIF IV program and Children's Literacy Initiative (CLI), provides additional support for all instructional and non-instructional staff. In an effort to improve the school's progress, data analysis, formal observations, PLC participation, and professional development will be implemented throughout the year to teaching and learning is occurring.

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
0831_SAF-AgendaMinutesSignIn_101817.pdf	October	None	10/19/2017
0831_SAC-Composition_10182017.pdf	October	Developed	10/19/2017
0831_LFE-SAF-Bylaws-2017-2018_10182017.pdf	October	SAF ByLaws	10/19/2017
0831_LFE-SAC-Bylaws-2017-2018_10182017.pdf	October	SAC ByLaws	10/19/2017
0831_SAF-AgendaSignIn_092917.pdf	September	None	10/17/2017
0831_SAC-AgendaSignIn_092917.pdf	September	None	10/17/2017

File Name	Meeting Month	Document Type	Uploaded Date
0831_SAF-2017-2018-Meeting-Dates.pdf	September	None	10/17/2017
0831_SAC-2017-2018-Meeting-Dates.pdf	September	None	10/17/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	305	586 of 801	-305	106	212

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?

Alignment of instruction to grade-level Florida standards is observed in classroom walkthroughs, review of lesson plans, participation in team meetings where both content and instructional strategies are discussed. Data chats (student and teacher data) addresses the need for remediation as well as enrichment and what specific strategies can address those needs. Instructional coaches meet regularly with teams to discuss best practices, address standards, model effective teaching strategies and provide feedback to teachers on their instructional practice.

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?

Through the school's Accountability Funds, Lake Forest was able to purchase Nearpod, an online tutorial and instructional tool for informational and fiction text alike. The system contains lesson plans geared towards presenting material in a non-traditional, interactive presentation of text material. Teachers also have access to a multi-leveled book room containing a wide variety of high interest readers. Media funds are also spent on acquiring high interest readers addressing relatable topics such as sports, sciences and current events. Storyworks magazine, which highlights informational text involving social studies and sciences, was purchased for grades 2-5.

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

	% Proficient	Learning Gains	Lowest 25% Learning Gains
ELA	37	54	51
Math	52	54	33
Science	24		

The scores listed above are 2016-2017 FSA assessment scores for students in grades 3-5. Other assessments from the primary grades also helped us to identify that ELA/reading will be the area of focus. Students ability to read effects their success in all other content areas.

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

BEST Practice #4 - Scaling up BEST Practices: The two main areas of focus will be strategic vocabulary building and consistent implementation of interactive read aloud.

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

Teachers will share best practices within their grade level/peers and within the cadre schools to receive information and resources for improving instructional practices. Instructional coaches will attend monthly subject specific cadre meetings and will discuss information delivered to ensure a comprehensive approach to teaching and learning. Our continuous improvement is predicated on the fact that teachers will systematically review and analyze data to identify what works and what needs to be adjusted.

Part of the district's focus on implementation of a balanced literacy approach includes interactive read aloud, shared reading and guided reading to name a few. We are identifying vocabulary and a comprehensive approach to modeling good reading through interactive read aloud as our areas of focus. Sub cadre meetings will provide training to select teachers in grades 1 and 2, reading coach and our assistant principal who will have the opportunity to see best practices at a variety schools in our cadre. They will in turn share ideas for strategic improvement with team leaders, teams and other instructional staff.

School Improvement Plan (SIP)

School Name Markham ES (1671)

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
Markham Weekly PLC's	Wednesday	1st2nd3rd4th	10/25/2017 - 4/25/2018	3:30 PM - 4:10 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)
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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	102	26.50	10.00	47.50	41.50	9.80
1	88	21.60	8.00		44.60	12.50
2	94	19.10	1.10		41.40	5.30
3	103	15.50	2.90		61.30	10.70
4	70	11.40	10.00		68.20	12.90
5	89	6.70	11.20		60.00	12.40

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

The school identifies the specific students that not progressing toward the school and district goals by reviewing specific early warning indicators and placing interventions in place to address these needs:

- Students that have been retained or are not proficient in reading are scheduled to be discussed at a meeting with the MTTTS team along with the student’s teacher. The individual student data is reviewed and based upon the student’s deficiencies, interventions are put in place and monitored every 8 weeks to determine effectiveness of the intervention on the student’s achievement. The guidance counselor conducts support groups for intermediate grade level students that have been retained, to not only assist in their academic development, but to also assist in increasing their motivation and self-esteem.
- Teachers communicate with parents when attendance issues arise (excessive tardies or absences). The teacher will discuss with the parent the importance of attendance and the effect it is having on their student’s education. The teacher will also refer the parent to the appropriate personnel if the family requires additional support to assist with the reason for the loss of instructional time. If the issues continue, the teacher will send home an official letter which documents the amount of absences or tardies and the concern for the student missing instructional time. Teacher may refer concern to the social worker for additional support if needed. Our goal is to attempt to assist the parent in any way possible before it is referred to the BTIP process.
- Students that have received two or more behavioral referrals are scheduled to be discussed at a meeting with the MTTTS team and student’s teacher. Parents are included in process to provide any helpful information on the student’s behavior or different strategies that may be effective with their child. Students also complete and interest inventory. The individual student data and parent, student, and

teacher input is reviewed and based upon the student’s individual need a positive behavior plan may be created. The plans are implemented and monitored every 8 weeks to determine effectiveness.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/27/2017 - 5/23/2018	8:30 AM - 11:30 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	2.0
Governance and Leadership	2.33
Teaching and Assessing for Learning	2.58
Resources and Support Systems	2.86
Using Results for Continuous Improvement	2.0

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

Our school is very motivated to improve its overall rating in relation to the accreditation standards. In regards to Purpose and Direction, we are focused on building a stronger connection with the community and it's understanding of the school improvement goals. This will be managed through the implementation of monthly activities which include Parent Nights, Principal Chats and Volunteer Readers. In addition, we will solicit the support of Mentoring/Listener programs and Social Emotional Learning activities to strengthen students' interpersonal skills.

Our plans to improve Governance and Leadership will include advocating aspiring teacher leaders to take on roles of support for new staff. In addition we will foster the growth of a parent leadership committee that builds capacity within the School Advisory Council, PTA and the School Advisory Forum.

The plan to improve Teaching and Assessing of learning will be highlighted through our implementation of effective professional learning communities. These activities will foster the sharing of best practices, analysis of data and training to strengthen classroom instruction.

Our growth in the area of Resources and Support Systems is being strengthened by the awarding of three grants. The 21st Century Grant, School Improvement Grant and UniSIG grant allow our school to acquire much needed materials, support personal and staff training that will assist in moving the school to success.

Finally, our goal to improve the school by Using Results for Continuous Improvement is rooted in a clear plan to conduct applied data analysis. Our content area coaches will facilitate monthly data chats with all grade level teachers in order to identify what's working and what needs to be adjusted. This consistent focus on getting better will lead to the overall success of Markham Elementary.

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
Markham-SAC-Composition.pdf	November	Developed	11/3/2017

File Name	Meeting Month	Document Type	Uploaded Date
MarkhamES_SAF_Bylaws.pdf	November	SAF ByLaws	11/3/2017
SAF-Sign-In-10_17.pdf	October	A+ Funds	11/3/2017
SAC-Agenda-0927.PDF	September	A+ Funds	11/3/2017
SAF-Agenda-1017.pdf	October	A+ Funds	11/3/2017
SAF-Agenda-1017.pdf	October	SAF ByLaws	11/3/2017
1671_MarkhamES_Bylaws.pdf	October	SAC ByLaws	11/3/2017
SAC-Attendance-10_17_17.pdf	October	A+ Funds	11/3/2017
Markham-SAC-SAF-PTA-Meeting-Date-1718.pdf	October	Monitored	10/19/2017
SAC-Agenda-1017-.docx	October	Monitored	10/19/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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	273	690 of 801	-273	122	244

School Improvement Plan (SIP)

School Name Perry, H.D. MS (1011)

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.

No Meeting Schedule

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)

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

The school identifies the specific students that not progressing toward the school and district goals by reviewing specific early warning indicators and placing interventions in place to address these needs:

- Students that have been retained or are not proficient in reading are scheduled to be discussed at a meeting with the MTTTS team along with the student's teacher. The individual student data is reviewed

and based upon the student’s deficiencies, interventions are put in place and monitored every 8 weeks to determine effectiveness of the intervention on the student’s achievement. The guidance counselor conducts support groups for intermediate grade level students that have been retained, to not only assist in their academic development, but to also assist in increasing their motivation and self-esteem.

- Teachers communicate with parents when attendance issues arise (excessive tardies or absences). The teacher will discuss with the parent the importance of attendance and the effect it is having on their student’s education. The teacher will also refer the parent to the appropriate personnel if the family requires additional support to assist with the reason for the loss of instructional time. If the issues continue, the teacher will send home an official letter which documents the amount of absences or tardies and the concern for the student missing instructional time. Teacher may refer concern to the social worker for additional support if needed. Our goal is to attempt to assist the parent in any way possible before it is referred to the BTIP process.
- Students that have received two or more behavioral referrals are scheduled to be discussed at a meeting with the MTTS team and student’s teacher. Parents are included in process to provide any helpful information on the student’s behavior or different strategies that may be effective with their child. Students also complete and interest inventory. The individual student data and parent, student, and teacher input is reviewed and based upon the student’s individual need a positive behavior plan may be created. The plans are implemented and monitored every 8 weeks to determine effectiveness.

RtI Team Meeting Schedule

No Meeting Schedule

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

Governance and Leadership	2.33
Teaching and Assessing for Learning	2.58
Resources and Support Systems	2.86
Using Results for Continuous Improvement	2.0

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

Our school is very motivated to improve its overall rating in relation to the accreditation standards. In regards to Purpose and Direction, we are focused on building a stronger connection with the community and it's understanding of the school improvement goals. This will be managed through the implementation of monthly activities which include Parent Nights, Principal Chats and Volunteer Readers. In addition, we will solicit the support of Mentoring/Listener programs and Social Emotional Learning activities to strengthen students' interpersonal skills.

Our plans to improve Governance and Leadership will include advocating aspiring teacher leaders to take on roles of support for new staff. In addition we will foster the growth of a parent leadership committee that builds capacity within the School Advisory Council, PTA and the School Advisory Forum.

The plan to improve Teaching and Assessing of learning will be highlighted through our implementation of effective professional learning communities. These activities will foster the sharing of best practices, analysis of data and training to strengthen classroom instruction.

Our growth in the area of Resources and Support Systems is being strengthened by the awarding of three grants. The 21st Century Grant, School Improvement Grant and UniSIG grant allow our school to acquire much needed materials, support personal and staff training that will assist in moving the school to success.

Finally, our goal to improve the school by Using Results for Continuous Improvement is rooted in a clear plan to conduct applied data analysis. Our content area coaches will facilitate monthly data chats with all grade level teachers in order to identify what's working and what needs to be adjusted. This consistent focus on getting better will lead to the overall success of Markham Elementary.

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.

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
0	N/A				

School Improvement Plan (SIP)

School Name Pines Lakes ES (2861)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
PLE PLC (Math)	Tuesday	2nd4th	10/10/2017 - 6/5/2018	1:50 PM - 2:50 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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
KG	81	26.50	1.00	10.00	10.00	9.00
1	92	14.10	1.10		42.10	4.30
2	60	21.70			7.80	1.70
3	99	14.10	2.00		29.50	4.00
4	100	8.00	1.00		37.20	3.00
5	105	19.00	3.80		33.00	6.70

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

To address literacy intervention at our school, our teachers employ a variety of programs and delivery techniques that are research-based that target specific deficiencies. Programs include the use of Foundations, Levelled Literacy Instruction (LLI), Phonics for Reading, Quickreads, and the i-Ready teacher toolbox. For mathematics, teachers have access to the i-Ready teacher toolbox, Touchmath, and the Go Math! adoption intervention books.

Behavioral intervention strategies are employed in the classroom and supported through our ESE specialist. Students use visual schedules, incremental time feedback systems, checklists, and social stories to help them to be successful academically.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th, 5th	9/11/2017 - 5/21/2018	8:00 AM - 1:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.67
Governance and Leadership	3.67
Teaching and Assessing for Learning	3.42
Resources and Support Systems	3.29
Using Results for Continuous Improvement	3.8
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>In order to increase our overall rating, we will continue to develop strategic partnerships, internally and externally, to provide additional resources and support services for our students, teachers, and families.</p>	

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Assist_SelfAssessment_17-18.pdf		10/31/2017
School-wide-Positive-Behavior-Plan.pdf		10/19/2017
CLI---KG--Literacy-Unnits.zip		10/19/2017
Safety-Plan.pdf		10/19/2017
PLE_STEM_CurriculumMap_1stGr.pdf		10/19/2017
Master-Schedule.pdf		10/19/2017
MissionVisionValue_Classroom.docx		10/19/2017

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
November-2017-SAC-Agenda.pdf	November	Developed	11/5/2017
November-2017-SAC-Sign-In-Sheets.pdf	November	None	11/5/2017
November-2017-SAC-Minutes-For-October-Approved.pdf	November	Approved	11/5/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Meeting-dates-17-18.docx	October	None	10/31/2017
2017-2018-Pines-Lakes-Elementary-Self-Assessment.pdf	October	None	10/11/2017
2017-2018-Pines-Lakes-Elementary-School-Advisory-Council-By-Laws.pdf	October	SAC ByLaws	10/9/2017
October-2017-SAC-Agenda.pdf	October	None	10/8/2017
October-2017-SAC-Minutes-for-August-Approved-in-October.pdf	October	Approved	10/8/2017
October-2017-SAC-SAF-Sign-in-Sheets.pdf	October	None	10/8/2017
August-2017-SAC-SAF-sign-in-sheets.pdf	August	None	8/26/2017
August-2017-SAC-Agenda.docx	August	None	8/26/2017
August-2017-SAC-minutes-for-May-approved.docx	August	Approved	8/26/2017

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
4	388	96 of 208	-388	81	162

Goals

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

Pines Lakes Elementary ensures that classroom instruction is aligned to grade-level Florida Standards by using the Florida Standards as the leading resource to develop lessons and instructional targets. Through the creation of Instructional Focus Calendars, we are able to help teachers to identify appropriate scope and sequence that will ensure that all grade level Florida Standards are covered during the instructional year. In each classroom, teachers help to guide students by posting Learning Goals and Performance Scales that are directly linked and developed from FL Standards.

Evidence:

Lesson Plans are collected annually and are monitored during classroom visit

Remediation / Enrichment are also included in lesson plans

Assessments (formative/summative are aligned to FLS)

Students record learning goals in student notebooks

Exit Tickets

PLCs

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

PLE ensures that students have access to informational text for each content area in a variety of mediums through strategic partnerships and highly effective teacher training.

Social studies have a newly adopted set of leveled readers/guided readers that help to provide our students with information that is at their appropriate developmental reading level.

Our partnership with CLI has provided our school a wide variety of books in classrooms. They have also provided detailed training for teachers how to best use materials for high returns on their instruction. Our new Reading Coach has helped to use her skills as a former CLI mentor teacher that has pumped new life into our guided reading book room. Teachers are able to borrow books that will help them to provide high-quality instruction using informational text. Our teachers also use a Broward program called NEWSOLA that allows them to manipulate the current news to a wide range of Lexile level.

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

Using our most recent FSA data we have set strategic goals in ELA. Our goal is to raise achievement to 55% in grades 3-5. We are also working to increase learning gains and lowest quartile learning gains. We are closely monitoring primary reading data as a means of helping to predict future scores as the students move up grade levels. Through the use of student need driven programs, we are able to meet the needs of individual learners and reap greater gains moving forward.

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

We are scaling up BEST practice #1, PLCs and using data to drive student-centered instruction. We have provided detailed training on how our PLC program can help to unify teams, increase teacher quality, and share best practice amongst teams. Using this strategy, we can help to grow our leaders from within, additionally, the grade levels that have helped to create the past successes can help to rapidly shift our new hires into the current culture of the building.

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

We have provided teams with a focus and will use support staff to push into each meeting to help teams to best identify data sources and instructional shifts that can occur to produce the best results based upon redirection of student misconception. Our SchoolCity partnership will help us to turn data around more quickly than traditional paper and pencil assessment. Doing so we can quickly make minor shifts in our delivery to shift student thinking.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Focused PLC, Common planning, progress monitoring via the CARE cycle	Principal, AP, Coaches, Teachers	4/15/2018	Using data to Inform Instruction	

School Improvement Plan (SIP)

School Name Pinewood ES (2811)

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
Pinewood PLC Implementation Plan Meeting Dates: Oct 10, 26. Nov 2, 9 and 16. Dec 7, 14 and 21. Jan 11, 18 and 25. Feb 1, 8, 15, and 22. Mar 1, 8, 15, and 22. April 5, 12, 19 and 26. Total of 32 Hours of Learning and 10 Hours of Implementation.	Thursday		9/25/2017 - 5/25/2018	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	80	18.80	7.50		43.60	5.00
1	82	17.10	2.40		30.10	7.30
2	84	13.10	3.60		15.30	3.60
3	108	18.50	3.70		19.10	4.60
4	97	9.30	3.10		30.00	3.10
5	80	17.50	1.30		22.70	3.80

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

Students who are identified by the early warning system go through the problem solving process and are provided Tier 1 supplemental strategies and supports as well as many academic and behavioral interventions as needed to improve their academic performance. Tier 1 these students are provided within the classroom setting strategies include but are not limited to cooperative learning opportunities, peer support, direct instruction, chunking content, computer assisted instruction, study skills instruction/support, and providing multiple opportunities to practice and interact with new knowledge. Students who are identified in the early warning system are also provided with evidence based supplemental and intensive supports such as Leveled Literacy Intervention, Journey's Write-in Reader, i-Ready, Wilson Foundations, Phonics for Reading, Journey's Tool Kit and Rewards for fourth and fifth grade. Behavioral supports such as Tier 1 CHAMPS, PAX, as well as supplemental and intensive plans are in place for students who need additional support in order to improve their academic performance.

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
Friday	2nd, 4th	10/6/2017 - 5/4/2018	8:00 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.67
Governance and Leadership	3.17
Teaching and Assessing for Learning	3.08
Resources and Support Systems	3
Using Results for Continuous Improvement	3

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

For Purpose and Direction, we plan to work on indicators 1.3 and focus on monitoring to insure that the developed plans are being followed through at the classroom level. To improve this area of need

administrators will be conducting more frequent classroom walkthroughs with look-fors provided by the district. We will also be providing timely feedback to the teachers.

For Governance and Leadership, we plan to work on indicators 2.2, 2.3, 2.5 and 2.6. We are working to improve stakeholder participation and community engagement in the school. We will designate a teacher liaison who will serve in this role.

For Teaching and Assessing for Learning, we plan to work on 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.9, 3.10, and 3.12. Areas that will be focused on include use of authentic differentiated instruction, consistency with school-wide remediation for struggling students and enrichment for proficient learners. Our deliberate practice this year focuses on differentiating instruction. We plan to use iReady to determine individual student needs and to progress monitor using this program.

For Resources and Support Systems, we plan to work on 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 and 4.7. Areas of focus include increasing support staff to provide authentic instructional practice to meet the individual needs of our students. We also met with our District Technology Specialist in order to discuss our technology needs and the upcoming SMART money and funding allocations earmarked for technology.

With regards to Using Results for Continuous Improvement, we plan to work on 5.1, 5.2, 5.3, 5.4, and 5.5. Areas of focus include enhancing differentiated instruction in grades K-5, continuing to monitor school performance trends and goals, conducting individual teacher data chats vs. team data chats and implementing our plan to remediate areas of student weakness.

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
17_18--OCT-SAF-SIGN-IN-SHEETS.pdf	October	SAF ByLaws	11/3/2017
17_18-SAF-BYLAWS.docx	October	SAF ByLaws	11/3/2017
17_18-Oct--SAF-AGENDA.docx	October	A+ Funds	11/3/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAC-DATES.doc	November	A+ Funds	11/2/2017
17_18-Oct-SAC-Agenda.pdf	October	A+ Funds	11/2/2017
17_18-OCT-SAC-SIGN-IN.pdf	October	A+ Funds	11/2/2017
17_18-SEP-SAC-SIGN-IN.pdf	November	A+ Funds	11/2/2017
2811-SAC-COMPOSITION.pdf	October	Monitored	10/26/2017
2017-2018-PINEWOOD-ELEMENTARY-SAC-BY-LAWS.docx	October	SAC ByLaws	10/20/2017
SEP-SAC-MIN.pdf	October	None	10/11/2017
AGENDA-SEP-SAC.pdf	October	None	10/11/2017

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
3	415	57 of 205	2	42	83

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?

Pinewood Elementary ensures that classroom instruction is aligned to grade-level Florida Standards by using the Florida Standards as the leading resource to develop lessons and instructional targets. Through the creation of Instructional Focus Calendars, we are able to help teachers to identify appropriate scope and sequence that will ensure that all grade level Florida Standards are covered during the instructional year. In each classroom, teachers help to guide students by posting Learning Goals and Performance Scales that are directly linked and developed from FL Standards.

Trainings have also been provided on the Depth Of Knowledge, Learning Goals and Performance Scales, Differentiated Instruction and Deconstructing the Standards and Accountable Talk in ELA, Math and Science. As a result, teachers are given common planning time to build lessons based on Florida Standards. Pinewood utilizes core instructional programs and materials that are directly aligned to Florida Standards.

Teachers work collaboratively and with Instructional Coaches to design lessons that are aligned to the Florida standards. Websites including, but not limited to FSassessments.org, Cpalms.org, SchoolCity.com and District sites assist teachers by providing resources for quality lessons that use the test specifications to drive the instruction. Teachers also attend District coaching meetings as well as workshops to keep them informed of the latest best practices. Administration and Instructional Coaches monitor classroom practice using a walkthrough tool that focuses on specific classroom expectations in order to ensure lessons are implemented with fidelity and rigor.

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

Teachers and support staff use formative and summative assessments to gather data to individualize instruction for students. Flexible groups, individual learning plans and a variety of interventions are implemented by the teacher to assist students needing remediation. Supplemental programs, such as Learn Zillion, Illustrative Math, Ten Marks, Math Performance Coach, Acaletics, Readworks, Newsela, Reaching for the Reading Standard, Rally Math, iReady and Science Speed Bag. These resources will allow students to receive instruction based on their instructional level. Student performance data is monitored to determine the need for instructional modifications.

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

Based on our 2016-2017 FSA Math and FCAT Science data, we will be focusing on improving our student achievement in these content areas. In Science we had 48% (30) that scored a level 3 or higher. Our goal for the 2018-2019 school year is to have 80% (70) to score a level 3 or higher on the Science FCAT Assessment. In Math we had 65% () scored a level 3 or higher. Our goal for the 2018-2019 school year on the FSA Math is to have 75% of our 3rd, 4th and 5th grade students score a level 3 or higher.

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?

Instructional staff implements learning goals and scales related to grade level standards in ELA, Math & Science and monitors student progress so that student achievement will increase. Teachers will understand how to interpret & use formative assessment data to guide instruction. Teachers will monitor students' progress daily, bi-weekly, and monthly using exit slips, formative assessments, and/or performance tasks. Individual data chats will be conducted to analyze each student's assessment.

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

Provide teachers with continued & ongoing professional development on monitoring student progress with the Florida Standards. Administrators and Instructional Coaches will conduct walkthroughs by grade level and identify strengths, weaknesses, and develop an action plan. Teachers will be provided feedback on implementation of learning goals and scales. Administration and Instructional Coaches monitor classroom practice to ensure lessons are implemented with fidelity and rigor. Teachers meet in PLC's weekly to review the curriculum being used as well as to develop authentic assessments that will determine standard mastery. Teachers review how to respond to students who do not meet mastery and how to enrich students who have mastered a particular standard.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Instructional Coaches will Unwrap each cycle standards in ELA, Math and Science and create Learning Goals and Scales.	Principal, AP, Coaches, Teachers	4/20/2018	Using data to drive instruction	

School Improvement Plan (SIP)

School Name Pompano Beach ES (0751)

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
0751 Science 5th Grade 2017-18	Wednesday	2nd4th	10/25/2017 - 5/23/2018	1:40 PM - 3:30 PM	5
0751 ELA 4th Grade 2017-18	Monday	2nd4th	10/23/2017 - 5/21/2018	1:30 PM - 3:30 PM	4
0751 ELA 3rd Grade 2017-18	Thursday	1st3rd5th	10/26/2017 - 5/24/2018	1:40 PM - 3:30 PM	3
0751 ELA 2nd Grade 2017-18	Wednesday		11/25/2017 - 5/23/2017	1:40 PM - 3:30 PM	2
0751 ELA 1st Grade 2017-18	Tuesday	1st3rd5th	10/24/2017 - 5/22/2018	1:40 PM - 3:30 PM	1
0751 ELA Kindergarten 2017-18	Monday	1st3rd5th	10/23/2017 - 5/21/2018	1:40 PM - 3:30 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	75	29.30	12.00		41.00	17.30
1	72	18.10	1.40		12.50	1.40
2	85	20.00	4.70		17.80	2.40
3	83	13.30	3.60		56.80	13.30
4	86	20.90	7.00		38.30	14.00
5	86	31.40	10.50		59.80	26.70

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

All students in kindergarten through fifth grade are administered the Benchmark Assessment System (BAS) running record a minimum of three times throughout the school year. In addition to the BAS assessment, students in grades first through fifth take periodic School City Assessments in reading and math once per month to monitor progress toward grade level standards and expectations. All third, fourth, and fifth grade students take school-level science assessments once per quarter to monitor progress in science.

All students K-5 participate in core literacy, math, and science instruction. Teachers utilize school-level pacing guide and Journeys as a resource to plan grade level instruction for all students. All students participate in small group guided reading during the 90 minute reading block to receive individualized instruction based on students' needs. Teachers in K-5 utilize Go Math and the district's pacing guide to plan grade level instruction in math for all students. Students in grades 3-5 also engage in math club with the Acaletics Math Program for 30 minutes daily as part of their core math instruction. All teachers utilize Science Fusion and the school's pacing guide to address Science Standards at each grade level K-5.

Supplemental programs in reading include Language Arts Florida Standards Ready Books from Curriculum Associates and iReady Computer program. Supplemental programs in math include Math Florida Standards Ready Books from Curriculum Associates and iReady Computer program. Supplemental programs in science include Science Boot Camp. These materials are supplemental and range from 3-5 grades. The iReady Computer program is used from K-5 for both reading and math. Supplemental materials are used daily for a minimum of 45 minutes per week. Supplemental program in writing includes resources from Core Connections to supplement and enhance core instruction in writing for all students K-5.

Intervention programs for reading include Words Their Way, Phonics for Reading, Rewards, and Blueprint for Comprehension Intervention. Each of these interventions are strategically assigned to students based on their needs as identified through Diagnostic Assessments. Intervention programs for math include Strategic Interventions, Intensive Interventions, and Touch Math. Each of these interventions are strategically assigned and used with students based on their needs as identified through Diagnostic Assessments and CPST meetings.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd, 5th	9/5/2017 - 6/5/2018	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	2.67
Governance and Leadership	3
Teaching and Assessing for Learning	2.42
Resources and Support Systems	3.14
Using Results for Continuous Improvement	2.6
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>Overall rating is 2.766. To increase purpose and direction of school our focus will be to increase communication with parents and families. Producing a monthly newsletter with a calendar of events is one method for keeping parents informed. Parents have also requested more time to learn expectations for the Florida Standards. To accommodate this request, we have increase our number of family nights from 2 to 5 for the 2017-18 school year. To improve governance and leadership, administration will communicate frequently with staf and protect the interests of all students by maintaining and promoting school improvement plan and action steps. To improve teaching and assessing for learning, teachers and coaches will work to enhance the instructional process for informing students of their learning and expectations through the use of data binders and feedback. To improve school's rating for using results for continuous improvement, all staff members will utilize a progress monitoring system to assess and track student progress in math and reading. This resource will support the timely collection of data and provide visible ways for communicating student progress to enhance understanding.</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
SAF-Minutes-10-17-2017.docx	October	None	11/3/2017
SAF-Agenda-10-17-2017.docx	October	None	11/3/2017
0751-Sign-In-10-27-2017.pdf	October	None	11/3/2017
SAF-By-Laws-9-27-2017.docx	November	SAF ByLaws	11/3/2017
SAF-Minutes-9-27-2017.docx	November	SAF ByLaws	11/3/2017
SAF-Agenda-9-27-2017.docx	November	SAF ByLaws	11/3/2017
0751--Sept-Sign-In-9-27-2017.pdf	November	SAF ByLaws	11/3/2017
Pompano-ES-SAC-Composition.pdf	October	Developed	11/2/2017
SAC-Schedule-2017-18.docx	October	Developed	10/18/2017
0751-SAC-ByLaws-9-27-2017.pdf	October	SAC ByLaws	10/18/2017
0751-SAC-Sign-In-10-27-2017.pdf	October	Developed	10/18/2017
0751-SAC-minutes-10-27-2017.docx	October	Developed	10/18/2017
0751-SAC-Agenda-10-27-2017.docx	October	Developed	10/18/2017
0751--Sept-Sign-In-9-27-2017.pdf	September	SAC ByLaws	10/15/2017
0751---Sept-Minutes-9-27-2017.docx	September	SAC ByLaws	10/15/2017

File Name	Meeting Month	Document Type	Uploaded Date
0751---Sept-Agenda---9-27-2017.pdf	September	SAC ByLaws	10/15/2017

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	313	546 of 801	-313	102	204

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 core instructional programs are approved by the district after going through an extensive textbook adoption process and grade level training throughout the school year. The school ensures classroom instruction is aligned to grade-level Florida standards through our PLC collaborative planning process. As part of CARE, we focus on curriculum and what standards align with the district's curriculum framework. This year all teachers are engaged in guided reading through a balanced literacy approach. A resource room was created with leveled readers for teachers to use with students. Each student will be instructed at their reading level while incorporating the standards into delivery. Professional development and on-going support are being provided to all teachers to support the guided reading instructional model. Evidence collected to ensure classroom instruction is aligned to grade-level standards includes lesson plans, classroom walkthrough data, and PLC minutes.

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

All teachers have access to the school's leveled library, media center, and iReady.com. These resources include informational text for each content area in a variety of mediums. All students are able to utilize these resources during class to support learning.

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

Based on Pompano Beach Elementary School's FSA results from 2017, the content areas of focus will be reading and math. In 2017, only 27 percent of third, fourth, and fifth grade students were identified as proficient in reading and 36 percent of students proficient in math.

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

PLCs will be implemented and enhanced to improve teaching and learning in reading and/or math to increase student performance. PLCs will be conducted every 7 days for a minimum of two hours each time to provide collaborative time for analyzing data, planning instruction, and gathering appropriate resources aligned to the Florida Standards.

RtI will be implemented and enhanced to ensure all students are provided the appropriate interventions in both reading and math to increase student performance. Teachers and the school Leadership Team will meet biweekly to monitor student progress and make adjustments as necessary.

Professional development will be provided to teachers to improve and support the quality of teaching and learning in order to increase performance. Professional development will align to student achievement data and teacher need.

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

PLCs will be scaled up by designing and implementing a collaborative schedule that provides teachers two hours every seven days to analyze data, plan instruction, and align resources. PLCs will be attended by at least one support staff member to support effectiveness of PLC and the use of time. Areas of focus for each grade level PLC was chosen based on data and teacher self-assessment.

RtI will be scaled up through the implementation of focused Tier II and Tier III services utilizing LLI in reading and/or Touch Math in math. These intervention programs will be taught daily by trained staff to ensure effectiveness of intervention and alignment to student need. Data from daily interventions will be collected by interventionists and reviewed during problem solving meetings to monitor student growth. Adjustments to program, interventionist, and/or other resources will be provided based on data collected.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
<p>1. Provide targeted professional development to teachers on each grade level based on student performance data. 2. Provide on-going coaching and support to all teachers based on need and student data. 3. All teachers will participate in on-going PLCs to ensure alignment of planning and instruction to student need and Florida Standards. 4. Monitor student progress frequently to ensure student learning and alignment of instruction.</p>	<p>Classroom Teachers, Coaches, Administration</p>	<p>6/6/2018</p>	<p>Core Connections Writing, Balanced Literacy and Small Group Instruction, Math Acaletics, Touch Math</p>	

School Improvement Plan (SIP)

School Name Tedder ES (0571)

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
0571 ELA/Math/Science K-5	Thursday	2nd4th	9/28/2017 - 5/17/2018	3:30 PM - 4:15 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)
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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	96	16.30	1.00		53.70	5.10
1	98	16.30	1.00		53.70	5.10
2	107	12.10	4.70		46.70	6.50
3	119	16.80	3.40		41.20	5.00
4	121	12.40	3.30		53.20	5.80
5	108	7.40	4.60		53.40	6.50

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

Tedder Elementary provides an extra hour of reading intervention for all students KG-grade 5. During this extra hour teachers differentiate learning to provide intervention or enrichment through the use of a variety of programs such as Leveled Literacy Intervention, Phonics for Reading, and Novel Study. All teachers provide an additional half hour of math to provide tier 2 math intervention using Re-Teach Go Math material. All students in grades 2-5 utilize Reflex math to improve math fluency. We provide schoolwide math fluency drills to further improve the student's fluency.

All students indentified as our lowest 30% are provided an additional 30 minutes small group instruction in reading or math by our support staff. All retained students in third grade are being provided an additional half hour of small group reading with our Literacy resource teacher using Leveled Literacy Intervention (LLI). Data chats are held with teachers, support staff and administration to discuss the needs of each students. Teachers also conduct data chats with students and set goals. Students have Guidelines for Success incentive cards that help them track their process in the areas of mini assessments, behavior, iready and homework. Students earn incentives for achievement.

RtI is held weekly to further discuss fragile students and prescribe interventions.

Mentoring groups have been formed and selected students meet weekly with their mentor. referrals to outside agencies are done for students and families who demonstrate a need for counseling. All teachers will begin to implement a Character Traits within their classroom. This character building program will be taught 10-15 minutes daily in all classes.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday Friday	1st, 2nd, 3rd, 4th, 5th	8/29/2017 - 5/22/2018	12:30 PM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	2.67
Teaching and Assessing for Learning	2.89
Resources and Support Systems	2.57
Using Results for Continuous Improvement	2.8
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

We will continue to improve communication to all stakeholders by utilizing the new Broward County Public Schools App and sending messages out to staff and students. We have also created a school social media page through FaceBook to communicate school activities with parents, students, and community partners. We will continue our data collection and analysis through an online learning management system called SchoolCity. Leadership team will conduct focused walkthroughs and provide feedback to teachers on a weekly basis. We will also ensure all teachers are afforded the opportunity to develop their teaching practices through professional learning and mentoring opportunities.

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Composition.pdf	October	A+ Funds	10/23/2017
10.17.17-Sign-in.pdf	October	None	10/19/2017
SAC-Agenda-10.17.17.pdf	October	None	10/19/2017
10.17.17-SAC-Minutes.pdf	October	None	10/19/2017
sacbylaws.pdf	October	SAC ByLaws	10/19/2017
SAF-ByLaws.pdf	October	SAF ByLaws	10/19/2017
9.19-SAC-SIGN-IN	September	None	10/12/2017
SAC-Minutes9.17.docx	September	None	10/10/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Agenda-9.19.17.docx	September	None	10/10/2017

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	341	437 of 801	-341	88	176

Goals

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

Each grade level is following an Instructional Focus Calendar that aligns directly to the Florida Standards. Each grade level has time built into the calendar for assessing, reteaching, and reassessing each standard to meet the needs of all students. Tedder Elementary School also has an extended day where one hour of the day is built into the school's schedule specifically to address the needs of all students in Reading. This time frame is used to enrich, enhance, or remediate student learning to meet diverse needs of students. Classroom teachers conduct frequent progress monitoring checks to determine the effectiveness of intervention/enrichment and to adjust instructional plans accordingly. Data collected includes program based assessments, running records, Phonics Inventory, and Phonological Awareness Inventory.

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

Students have access to informational text through a variety of books in the scholastic leveled libraries in their classrooms. Teachers may also check out books from the scholastic leveled bookroom for small group instruction. Through the use of the i Ready computer based program, and schoolcity assessment database, students have the opportunity to be exposed to informational text. Students also have access to MyOn, which allows them to read informational text for enjoyment online.

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?

High Quality Instruction will be scaled up to improve teaching and learning to increase performance. Through PLC teachers will effectively

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

Through authentic professional learning communities (PLCs), Tedder will improve teaching and learning practices by establishing a strong focus on implementing effective lesson planning tools and strategies to increase teacher effectiveness in meeting student's various needs. Using the PLC model, teachers will engage in professional learning opportunities based on identified individual needs aligned with the backwards design process, identifying curriculum resources, declarative vs. procedural knowledge, creating learning goals and assessments as well as classroom activities and assignments. This structure will allow for collaborative inquiry and lesson studies using the analyzing student work (ASW) process which generates lesson plans that guide effective instruction for all. As we maximize our time, we will explore opportunities and possibilities to have coaches, team leaders, and teachers collaborating on building lesson plans through interactive PowerPoints. If this initiative goes well we will build upon it each semester for other grade levels.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
<p>High Quality Instruction - Tedder students will receive high quality reading instruction during the ELA and the Extended Reading Block to increase their reading academic level.</p>	<p>Shinita Coachman-Beavers and Selena Thompson</p>	<p>6/6/2018</p>	<p>Step 1: Ensure all teachers are trained to effectively administer the BAS Assessments to all students accurately. Step 2: Engage all teachers to prioritize literacy acquisition to align instructional resources materials (LLI) based on student academic needs. Step 3: Increase the use of classroom leveled readers being used during instruction and by students. Step 4: Enhance the implementation of MTSS to provide Tier 2 and Tier 3 interventions to students that are not performing at grade level.</p>	

School Improvement Plan (SIP)

School Name Watkins ES (0511)

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
0511ELA/Math 2017/2018	Tuesday Wednesday	1st3rd4th	8/9/2017 - 5/15/2018	2:15 PM - 3:10 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	90	26.70	1.00	41.10	41.10	6.60
1	99	23.20	1.00		33.80	6.10
2	113	11.50	2.70		34.70	2.70
3	109	12.80	1.80		48.10	7.30
4	102	11.80	1.00		35.10	3.90
5	115	20.90	2.60		34.50	8.70

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

The MTSS team meets every other week to discuss identified students in Tier 1, Tier 2, or Tier 3. The agenda is developed by the school guidance counselor based on the referrals given. Student names are submitted by classroom teachers, parents, administrators and other staff members at Watkins. The guidance counselor is responsible for organizing the instructional staff necessary for each meeting. The meeting begins with the guidance counselor identifying the student for review. Tier 1 data is reviewed for efficacy. Data from the MTSS intervention is recorded and tracked using academic and/or behavioral forms. The team, under the leadership of the principal, develops and/or reviews goals and objectives appropriate for the student. Ongoing monitoring is established to include timelines and persons who are responsible for the tracking and monitoring the implementation of the intervention. Interventions are decided based on what is appropriate from the MTSS cahrt, such as LLI, Phonics for Reading, etc. Each grade level is provided a case manager to work with the teacher to ensure follow up and tracking data is complete. Based on the data collected, decisions are made regarding curriculum modifications and behavior management. The MTSS Leadership team reviews relevant data to determine whether Tier 2 or Tier 3 strategies should be implemented, to include recommendations for evaluation. Tier 2 includes change in instruction in addition to whole group strategies. Tier 3 includes change in instruction to whole group strategies and Tier 2 interventions.

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	2.67
Governance and Leadership	3.0
Teaching and Assessing for Learning	3.0
Resources and Support Systems	2.86
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>This year we are implementing the use of Thinking Maps in our school academic culture. Over the summer six of our teachers attended training to become Train the Trainers on Thinking Maps. Additionally, we</p>	

have held Professional Learning for all teachers at our school around the use of Thinking Maps. Thinking Maps are an instructional tool that the students can use in any of the content areas to organize their thoughts.

Watkins is part of the District's TIF 5 Grant. Through this grant three of our teachers were able to apply and become additional coaches to support teaching and learning within our building. Through the grant teachers are provided additionally professional learning opportunities specific to their needs to support the social and emotional learning of our students. As a school we still utilize the CARE process to focus on moving our instruction forward. Our teachers continue to utilize instructional focus calendars that align the content standards in order to ensure we teach all of the standards at each grade level.

Watkins is also participating in the 5000 Male Role model program. This program will help support some of the boys at our school both academically and socially.

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Meeting-Schedule.docx	October	SAC ByLaws	11/3/2017
Watkins-SAC-Composition.pdf	October	Monitored	11/2/2017
Watkins-SAC-Agenda-October.docx	October	A+ Funds	10/27/2017
SAC-ByLaws.htm	October	SAC ByLaws	10/27/2017
SAC-SIgn-In-8_30.pdf	October	Monitored	10/18/2017
Watkins-SAC-AgendaAugust.docx	October	Monitored	10/18/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	379	251 of 801	-379	69	138

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?

Watkins has three coaches, a Literacy Coach, a Math Coach and a Science Coach. The academic coaches work together before school begins to create an Instructional Focus Calendar for each grade level around each subject. During Pre-Planning week the coaches share this information with Team Leaders and the teachers through various meeting and professional development. The Instructional Focus calendars are created around the Florida Standards for each grade level. As we collect formative and summative assessment data from the teachers it is determined if we need to reteach, remediate or excel any of our students within the curriculum that is aligned to the standards.

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

The Academic Coaches, along with the team leaders, and teachers work together to pull informational text from many different areas. We are fortunate to have a book room that includes many titles around informational text. Additionally, we have asked our district support to help us find any resources we may not be able to attain within 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?

Based on our FSA data our focus will be based around moving the ELA proficiency, as well as increasing the learning gains and number of students achieving a learning gain within the lowest 25 percentile. This area was chosen because we can see the need for improvement. Furthermore if we can increase the level of proficiency in our ELA it should benefit the levels are students are achieving in the Math and Science.

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

Our teachers are participating in Thinking Maps training this school year. It began over the summer with a team of 6 teachers attending a 3 day training to become our school experts. During Pre-planning week all teachers participated in a full day training around Thinking Maps. These maps are used to help the students organize their thought and ideas in any of the content areas. The Academic Coaches as well as the Thinking Maps training team present throughout the school year on how the Maps should be used, how they can adjust instruction, and then a sharing of Best Practices.

Small Group instruction is essential to meeting the individual needs of our students. Teachers use small group instruction daily to help our students move up academically in their specific areas.

The use of manipulatives and student feedback is also a targeted Best Practice.

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

Through our Instructional Focus Calendars we have formative assessments built in to the process. After a formative assessment is given administration and the coaches meet with the teachers to track student progress. While we are meeting the coaches provide professional learning strategies that can be used in the classroom to increase student performance. All data is looked at and monitored throughout the year to make any necessary changes to the practices happening within the classroom.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
<p>Each week a new Thinking Map will be taught to the students. After the first 8 weeks of school, all the children will have worked with each of the eight different maps. Teachers will post the maps created during instruction for the other school students to see. Teachers will share the maps at professional learning so that others can learn from our lessons.</p>	<p>Lori Mendez</p>	<p>5/30/2018</p>	<p>A team of 6 teachers were chosen to attend the professional development to be trained as a school based trainer. Teachers participated in a one day traing during the week of pre-planning. Teachers will participate in additional training throughout the school year on implementing the use of the appropriate Thinking Map to drive instruction.</p>	<p>\$17,000.00 Title 1</p>

School Improvement Plan (SIP)

School Name Young, Walter C. MS (3001)

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
Walter C. Young Middle School Professional Learning Community	Thursday	1st2nd3rd4th5th	8/24/2017 - 5/31/2018	8:05 AM - 9:00 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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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
6	370	4.00	10.00	6.50	21.10	10.30
7	376	7.70	18.10	8.20	22.80	13.00
8	393	8.90	13.20	4.30	22.40	9.70

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

- Computer lab open in the mornings for remediation
- Free peer tutoring before school by National Junior Honor Society members
- High school UTAP students tutor identified students
- Remediation/re-teaching during elective periods
- Implement attendance strategies if these are indicated
- RTI
- FSA/EOC camp
- Discussing students at bi-monthly CPST meetings
- Discussing specific student needs with the teachers.
- Struggling Reading and Math Charts are used to provide specific interventions.
- Referrals to outside agencies are made on an as-needed basis to ensure that students are provided with support in all areas of need, across both the school and the home settings.
- Peer Tutoring
- Numerous teachers are volunteering to conduct additional academic assistance
- Struggling students are being pulled from their elective class in order to obtain additional academic instruction.
- PLC meetings to disaggregate student data in order to target students not meeting proficiency
- Teacher/student conferences
- Monthly Common Formative Assessments

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	8/24/2017 - 3/15/2018	9:30 AM - 3:30 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	3.67
Teaching and Assessing for Learning	3.33
Resources and Support Systems	2.71
Using Results for Continuous Improvement	3.2
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>Walter C Young will continue to improve upon Resources and Support Systems as well as Using Results for Continuous Improvement by scaling up best practices as well as using research-based resources/strategies and support for educator improvement and enhancement. In addition, will continue to look at ways to improve teaching so students can be college and career ready.</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_Report_1.pdf	October	Monitored	10/23/2017
SAC_Composition_Report.pdf	October	Monitored	10/23/2017
SAC_Dates.docx	October	Monitored	10/18/2017
SAF_Meeting_Dates.pdf	October	Monitored	10/17/2017
SAC_By_Laws_2017-18.pdf	October	SAC ByLaws	10/13/2017
OCT_SAC_Member_Sign_in.pdf	October	Monitored	10/12/2017
Oct_SAC_Guest_Sign_In.pdf	October	Monitored	10/12/2017
OCT_SAC_Agenda.pdf	October	Monitored	10/12/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
7	570	36 of 61	5	133	266

Goals

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

The school ensures the classroom of instruction is aligned to grade level Florida Standards by using monthly common formative assessments (CFA) linked to the Florida LAFS to monitor students proficiency. In addition, the reading basal used in ELA classes are constructed around the Florida Standards. The evidence collected is a common formative assessment and through the professional learning communities (PLC) teachers disaggregate data and look at strengths and weaknesses in order to inform and direct lesson planning.

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

Our school ensures that students have access to informational text for each content area in a variety of mediums by having computer carts in each classroom. In addition, each ELA class has reserved time slots in our media center so they can do reserach projects and find informational text needed in content areas.

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

The content area chosen for improving is science because we went from 63% in 2016 to 59% in 2017. In English Language Arts we went from a 65% in 2016 to a 61% in 2017. Both areas need improvement and Standard focused instruction through our proffesional learning communities assist teachers in moving students toward academic success.

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

The BEST practice scaled up to improve teaching and learning in order to increase performance within the ESE band is critical thinking and standard focus instruction to better monitor students will increase students achievement.

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

The BEST practice will be scaled up by implementing and utilizing performance tasks and monthly CFA to foster formative assessments in order to depict the strengths and weaknesses of students. In addition, BEST Practices will be scaled up by interpreting relationships among those new concepts, citing evidence, and utilizing active depth of knowledge stem questions to foster reading comprehension skills so that students' high order thinking skills will be stimulated, and monitor data to make sure effective individual instruction to compare their specific data and differentiate instruction.

Please complete this section based on 2017-2018 end-of-year results.

Instructional Implications: Discuss the success of specific strategies/activities and provide a rationale as to why those academic improvements occurred as a result of those strategies.

After reviewing the data from the 2017-2018 school year Walter C. Young foresees the following instructional implications:

Specific activities that provide academic improvements will re-align PLCs to include common formative assessments that are aligned to the ELA Florida Standards to better monitor student progress in order to be able to remediate and enrich students. In addition, teachers will review and analyze student data to determine whether classroom instruction is effective as well as utilize common formative assessments to make adjustments as needed to maximize student achievement. Lastly, through the implementation of additional technology resources and support teachers we are scaling up BEST practices. The _____ results clearly depicted we needed to improve instructional practices in our ELA Department. Moreover, the leadership and administrative teams discussed with the department specific barriers of success. Within the data discussions it was determined that we needed to improve certain subgroups and continue to support reading through the content area.