

School Improvement Plan (SIP)

School Name Boulevard Heights ES (0971)

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 4 & Grade 5	Wednesday Thursday	1st2nd3rd4th	9/7/2017 - 5/31/2018	2:20 PM - 3:00 PM	4, 5
Grade 2 & Grade 3	Wednesday	1st2nd3rd4th	9/6/2017 - 5/30/2018	2:20 PM - 3:00 PM	2, 3
Pre K, KG, Grade 1	Tuesday	1st2nd3rd4th	9/5/2017 - 5/29/2018	2:20 PM - 3:00 PM	Pre K, 1

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	86	17.40	1.20		14.70	2.30
1	118	16.90	0.80		31.70	5.90
2	99	15.20	4.00		15.40	7.10
3	119	13.40	3.40		27.40	5.00
4	146	12.30	1.40		30.60	4.80
5	116	8.60	6.90		46.40	6.90

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

- Boulevard Heights Elementary has grade level data conversations to detect and discuss students identified as "at risk" based on early warning academic, behavioral, and social/emotional indicators identified through BASIS.
- Interventions and strategies are put into place to monitor progress through the RTI process and BASIS.
- Weekly Professional Learning Communities (PLCs) and quarterly data chats are also held in grades PreK-5 to work in conjunction with the Collaborative Problem Solving Team to address curriculum, assessments, remediation, and enrichment.
- Academic interventions will be identified through the following resources: Leveled Literacy Intervention (LLI), Phonics For Reading, Foundations, Quick Reads, Journey's Toolkit, Write-in-Reader, Touch Math, Go Math Reteach and other interventions appropriate to the students area of need.
- Behavior Interventions will be addressed through a school-wide behavior program (Clip It Up), behavior contracts, and collaboration with the parents, administration, social worker, school counselor, and psychologist.
- Attendance concerns will be addressed through collaboration and communication with parents and the school social worker.

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	3.83
Teaching and Assessing for Learning	3.58
Resources and Support Systems	3.57
Using Results for Continuous Improvement	3.8

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

At Boulevard Heights, procedures are implemented and monitored by all stakeholders. A formal plan of communication is written and will be articulated consistently to document all stakeholders. The continuous improvement model is in place to ensure fidelity of implementation. Some of the activities that the school will provide are authentic PLC's, teacher use of technology, teacher evaluations, and best practices.

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
October-Sac-SIgn-in.pdf	October	A+ Funds	10/31/2017
SAC--October-Agenda-2017-18.docx	October	A+ Funds	10/31/2017
Committee-Membership_BHE_0971.pdf	October	None	10/20/2017
SAC-September-Agenda.docx	October	A+ Funds	10/20/2017
SAC-and-SAF-Dates-2017-18.docx	October	A+ Funds	10/19/2017
BHE-Self-Assessment-Results.pdf	October	A+ Funds	10/18/2017
SAF-Bylaw-2017-18.docx	October	SAF ByLaws	10/15/2017
SAC-ByLaws-2017-18.pdf	October	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
3	378	96 of 205	1	60	120

Goals

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

Each Grade level developed a Curriculum Pacing Guide aligned with LAFS and MAFS standards. The pacing guide is aligned to standards based formative assessments to monitor student progress periodically. Data chats are conducted monthly to analyze data in order to assess student needs and differentiate instruction. Administrators conduct dialy classroom walkthfoughs and meet weekly with teachers during PLC and grade level meetings.

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?

Boulevard Heights ES houses a resource room which includes a variety of genres and formats in literary and informational texts. Classroom libraries are sorted by both genres and Fountas and Pinnel levels to meet students' differentiated needs.

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

Boulevard Heights Elementary will be focusing on the ELA SES Band Results. We will be implementing C.A.R.E., and collaborative planning sessions to drive our instruction. Our school participates in visiting schools who are models in our SES in order to view Best Practices.

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 implementing C.A.R.E. into our collaborative planning sessions. Our curriculum is data and standard driven. We differentiate our assessment based on student needs, using the Florida Standards to target skills mastered. Assessment are analyzed to differentiate instruction in order to meet the students' individual need. The leadership team will assure fidelity of implementation by developing structures and time effective action plan.

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

Boulevard Heights restructured the PLC framework in order to dive deeper into the standards and dive instruction with higher levels of complexity. The leadership team created a curriculum map that scaffolded the standards from simple to complex. Student data are continuously tracked by teachers and monitored by the leadership in order to differentiated and deliver effective instruction. Our data is tracked via Pinnacle to collaborate and guide our data chats.

Boulevard Heights established an effective RTI process in order to guarantee for interventions for students that are performing below grade level.

Using the MTSS model, our collaborative planning team implemented a tiered approach for instructional delivery that includes implementation of current intervention programs such as: LLI, Foundations, Wilson, and I Ready.

Through data tracking and graphing of student progress on targeted skills effective strategies that results in student achievement are determined.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Our strategies and activities to support the increase for our goals are: IReady and FSA camps, we use LLI and Foundations in the lower grades.	Administrators monitor students progress daily via iObservation and bi-weekly through data chats.	6/8/2018	BHE is constantly involved in PD either district conducted, school or Izone Best Practice training. PD is also part of our PLC's	Our budget is \$13,000 for the goals named above

School Improvement Plan (SIP)

School Name Coral Park ES (3041)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Intermediate	Wednesday	1st4th	10/4/2017 - 5/30/2018	2:15 PM - 3:00 PM	3, 4, 5
Pre-k, K, 1, and 2	Tuesday	1st3rd	10/3/2017 - 5/29/2018	2:15 PM - 3:00 PM	Pre K, K, 1, 2

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	126	18.30	7.10		31.00	11.10
1	116	13.80			24.50	3.40
2	102	10.80	4.90		18.70	2.90
3	106	14.20			18.10	2.80
4	118	13.60	2.50		29.70	5.90
5	127	17.30	0.80		30.90	8.70

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

Attendance - Classroom teachers monitor daily attendance and implement procedures for reviewing and completing missed assignments. In addition, if a student has been absent more than 2 days without receiving a call or note that the student is out ill, the teacher will contact the parent to explain the importance of consistent attendance.

Office staff records tardy students, as well as early sign-outs to identify other attendance issues. When a student is tardy or leaving early on a regular basis, the teacher will make initial contact to discuss the issue with the parent. If the teacher cannot contact the parent, administration or the social worker is informed to reach out to the family.

The second strategy is to send personalized letters to the parent/guardian with report cards when students have been absent or tardy 10% or more of the school quarter.

The third strategy is for administration, support staff, or school counselor to identify the reason for the attendance issues and matches resources when applicable to resolve the attendance concern. Administration reviews the monthly Dashboard Data Report to evaluate the effectiveness of the intervention strategies and revises the plan as needed.

Suspension - Coral Park Elementary takes a proactive approach to preventing behaviors that lead to suspension. The school-wide positive behavior plan (SWPBP) includes a leveled behavior plan in all classrooms, character education and a cafeteria behavior plan. Teachers collaborate with the Response to Intervention team for students demonstrating behavior concerns. Guidance lessons are provided by the school counselor for each grade. Administrative team communicates and collaborates with parents and guardians to implement interventions to reduce and eliminate inappropriate behavior.

Academic Performance - Through the use of beginning of the year assessments including: Kindergarten Screening, Math Prerequisite test, Benchmark Assessment System (BAS) for Reading, and iReady Diagnostic assessments, teachers and support staff identify students' current level of performance, strengths and areas for additional support. Appropriate interventions are implemented and monitored for students below grade level.

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	3.0
Teaching and Assessing for Learning	3.08
Resources and Support Systems	3.14

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

- Leadership Team will collaborate with all stakeholders to review, revise, and communicate the school's vision and mission.
- Leadership Team will continue to revise the Staff Handbook to ensure effective operation of the school.
- School-wide Positive Behavior Plan will be implemented by all staff and monitored by the Leadership Team for fidelity and effectiveness.
- Grades 3-5 will require students to use technology as a learning tool.
- Math Fluency and Modeled Drawing will provide consistent and deliberate strategies to improve Mathematics knowledge.
- Teachers and Leadership Team will participate in Professional Learning Communities with a continued focus on developing grade level common assessments that are aligned to the appropriate DOK levels of the standards and collaborate to plan highly effective lessons.
- The Leadership Team will provide teachers with the opportunity to learn how to develop appropriate learning goals and scales, specifically in Mathematics and Science, and will monitor the students' understanding of the learning goals and how they determine their level of performance on the scales.
- School Database will be used to systematically collect data. The data will be analyzed across grade levels to determine effectiveness of teachers and programs.
- Support Staff and selected teachers will participate in training regarding the evaluation, interpretation, and use of data as well as interventions to support the identified data based needs.
- Leadership Team will share data regarding student learning with staff and community members, which will be used to drive decision-making and instructional practices.

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Committee-Membership_CPE_17-18.pdf	November	Developed	11/3/2017

File Name	Meeting Month	Document Type	Uploaded Date
saf-bylaws.pdf	October	SAF ByLaws	10/31/2017
sac-saf-minutes-10-18-17.pdf	October	SAF ByLaws	10/23/2017
sac-and-saf-dates.pdf	October	None	10/20/2017
3041_SelfAssessment-2017-2018.pdf	October	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
6	406	89 of 133	2	69	137

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 and collects evidence that classroom instruction is aligned to grade level standards by:

- editing/revising our Scope and Sequence for all subjects in all grade levels

- disaggregating formative assessment data based on grade level standards to maintain rigor
- learning goals and scales
- lesson planning
- classroom walkthroughs
- i-Ready reports
- monitoring professional learning communities
- communicating curriculum to parents
- texts from core, supplemental, and intervention programs

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

In addition to texts from core, supplemental, and intervention programs, the school ensures students have access to informational texts for each content area in a variety of mediums:

- Grade 3-5 students are provided with personal laptops
- Grade 2 has a 1:3 ratio for laptop usage
- Grades K-5 have access to a full computer lab
- Teachers are being provided with an interactive Recordex tvs and training
- All students have access to Single Sign On which provided resources such as Discovery Education, NEWSELA, Canvas, Khan Academy and so forth
- All students have access to i-Ready from home
- Distance learning is provided in the Media Center

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?

Coral Park Elementary will focus on improvements in all content areas. However, our schoolwide deliberate practice is on increasing each grade level's proficiency in their math and science standards.

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

The specific best practices that will be implemented and scaled-up to improve teaching and learning in order to increase performance within the SES Band are high quality Professional Learning Communities, Response to Intervention, push-in and pull-out Reading and Math support for remediation and enrichment, providing an extended learning opportunity for students in grades 3-5.

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

BEST Practice 1: Professional Learning Communities

Our faculty will participate in professional learning communities focused on building their instructional practices.

Grade level teams and coaches will meet on a weekly basis to:

- analyze assessment data from i-Ready and other formative assessments to identify which students have demonstrated mastery and those in need of remediation or enrichment
- share best practices that resulted in student mastery of concepts
- identify lessons for remediation and enrichment based on student data
- monitor instructional focus calendar to determine if instructional pacing needs to be edited/revised
- collaborate with coaches for support needed to develop high quality instruction

Support staff will provide guidance and support to the grade level teams.

BEST Practice 2: Response to Intervention

- Teachers are responsible to know and understand the progress of their students. Each teacher has been provided with a GROW binder that they can utilize to organize their student data and class reports. Teachers are responsible to bring any and pertinent data to RTI meetings.
- The MTSS/RTI team designates specific roles and responsibilities to support the teachers and students in the RTI process.
- Teamleaders will participate in BASIS and District training to provide an additional layer of support to the teachers and support staff
- Bi-monthly meetings are posted on the school calendar to facilitate the process. Case managers are assigned based on student need to collaborate with classroom teachers regarding the implementation of specific interventions and BASIS documents.
- We have added two resource positions: one from the Title I budget and an elementary resource teacher from the general budget that work with students and collaborate with both the classroom teacher and the RTI team
- School database will continuously be utilized to track student data, RTI status, and meeting dates

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.

N/A

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
Grades two through five will utilize the i-Ready LAFS books.	Literacy Coach and classroom teacher	6/10/2018		
Identified students will participate in interventions, including but not limited to: Foundations, Wilson, Soar to Success, Super QAR, I-Ready Lessons, Quick Reads, LLI, Touch Math, and Saxon.	Reading Resource Teacher	5/4/2018	Selected teachers will participate in training for the intervention programs listed herein	\$3,000.00
Monitor the implementation of Dr. Heggerty's Phonemic Awareness for daily usage in grades K-2	Literacy Coach	6/10/2018	monitor through PLC team meetings	
Implement Guidance lessons where students will learn organization and effective study skills.	Guidance Counselor	6/10/2018		
Teachers will use BAS data to form Guided Reading groups and receive support for BAS and Responsive Literacy Instruction training.	Literacy Coach	6/10/2018	meetings to demonstrate BAS administration and scoring	
Utilize i Ready Reading/Math Diagnostic Assessments, LAFS and MAFS curriculum and Tool Box, and progress monitoring for identified students.	Teacher	6/10/2018	I ready trainings	\$5,000.00
Conduct quarterly parent education sessions (Title I) and a monthly newsletter to support curriculum needs.	Support Staff/ Teacher Leads/ Title I Liason	6/10/2018		\$500.00
Build capacity for the RTI Process (progress monitoring, intervention strategies, and assessments).	Administration	6/10/2018		
Provide infrastructure, such as common planning, release days, and extended hours to support the PLC and RTI process.	Administration	6/10/2018		
Students will utilize Math journals to record and represent knowledge.	Math Coach	6/10/2018	monitor through PLC team meetings	
Utilize Thinking Maps to develop critical thinking skills and plan for written responses across content areas.	Literacy Coach	6/10/2018	Trained faculty members will conduct a training during team meetings.	\$500.00

Strategies	Persons responsible	Deadline	Professional Development	Budget
Teachers will provide students opportunities to master master the required grade level math fluency. standards, including school-wide homework, peer tutoring folders, timed tests, and web- based programs.	Math Coach	9/10/2018		
Utilize Touch Math for students based on IEP/RTI needs.	ESE, teachers, ESE Specialist	6/10/2018	Support given through PLC team meetings	
collaborate with grade level teams at PLC meetings	STEM/ Science Support	6/10/2018	monitor through PLC team meetings	
Teachers will teach mathematical concepts using the CPA approach, using manipulatives.	Math Coach	6/10/2018	Modeled drawing training, district math training	\$500.00
Support ESOL learners through the use of ESOL strategies, Radius machines and cards, and differentiated instruction.	Guidance Counselor	6/10/2018		
Provide and model Speech/Language strategies for classroom teachers.	Speech	6/10/2018	Monitor through PLC team meetings.	
Kindergarten students will participate in a screening prior to the start of the school year to assist teachers in determining student needs.	Literacy Coach	8/17/2017	District trainings	\$1,500.00
Identified teachers will participate in professional development opportunities as needed to support their growth. This can include district trainings, TDA's to observe other teachers, and/or team collaboration planning days.	Administration	6/8/2017	District trainings, classroom observations,	\$2,000.00
K-3 teachers will utilize the BAS and the Continuum of Learning to determine and progress monitor student reading goals for all students. 4-5 grade teachers will utilize the BAS for FSA level 1 and 2 students.	Literacy Coach	6/8/2018	BAS training	\$500.00

School Improvement Plan (SIP)

School Name Country Isles ES (2981)

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
Authentic Grade Level PLC	Tuesday Wednesday Thursday	1st2nd3rd4th	9/5/2017 - 5/17/2018	7:30 AM - 8:50 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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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 with 1 or more	% 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	135	8.90	0.70	14.20	14.20	7.00
1	172	9.90			20.30	1.20
2	187	12.80	1.10		22.10	4.30
3	174	14.90	1.70		15.10	3.40
4	175	13.70	0.60		23.20	6.30
5	206	9.70	0.50		21.50	1.50

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

- Communication with parents
- Small group instruction
- Research based reading programs (Six-Minute Solution, Super QAR, LLI, Write-In Reader, Foundations, Phonics for Reading, Quick Reads)
- Double dose instruction
- Progress monitoring assessments (BAS)
- Behavior Modification Plans
- Positive Reinforcement

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st	9/18/2017 - 5/14/2018	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	3.67
Governance and Leadership	3.5
Teaching and Assessing for Learning	3.33
Resources and Support Systems	3.43
Using Results for Continuous Improvement	3.4
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <ul style="list-style-type: none">• Teachers meet biweekly in PLC's and review student data on standards to collabortate on methods to remediate and reteach concepts when needed• Improve communication process so that all stakeholders have access• Increase staff participation in professional learning development in order to reflect areas of student needs at each grade level and align curriculum with the standards	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
2981_CountryIslesES_SigninAgendaMinutes_100917.pdf	October	Monitored	10/31/2017
SACMeetingDates2017-2018.pdf	October	None	10/20/2017
CountryIslesES_SACComposition201718.pdf	October	None	10/20/2017
SAF-Meeting-Dates-2017-2018.pdf	September	None	10/20/2017
CIE_Self-Assessment-17_18.pdf	October	None	10/19/2017
2981_SAF_Bylaws.docx	September	SAF ByLaws	10/19/2017
SAC-ByLaws2017_18.pdf	October	SAC ByLaws	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
8	440	82 of 116	1	71	142

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?

- PLC collaboration on standard driven instruction
- iReady standard mastery assessments
- Keystones for standard mastery
- Interim assessments to review standard mastery
- iReady Interim assessments for standard mastery
- Performance tasks/Conceptual Units

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?

- Reading Resource Room
- New Social Studies Edition
- Canvas
- Digital resources for grade 3-5

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?

The focus content area is reading. After observations and collaboration with SES band schools, Country Isles will use Foundations in the lower grades as focus to improve phonics/reading. We will focus our primary students meeting proficiency therefore increasing our FSA scores when they enter the intermediate grades. LLI is another intervention that will be used. In addition, after gathering data through BAS, teachers will align small group instruction based on individual 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?

The BEST Practice we are scaling up is Authentic PLC's. Through Authentic PLC's, staff will analyze data and monitor progress on reading goals.

- Assess student progress quarterly with the Benchmark Assessment System
- Review data and monitor who is projected for proficiency
- Discuss interventions and specific area of weakness to be addressed at each grade level
- Individual data monitoring through administrative collaboration with teachers
- Understanding the standards to meet the needs of students in the classroom
- Making sure the work matches the Depth of Knowledge in rigor needed to meet proficiency
- Appropriate interventions are in place to target the lowest 25% through small group instruction

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

We'll meet biweekly and review student data on standards. Through the PLC cycle, we'll collaborate as educators to meet the needs of our students. By remediating and reteaching concepts when needed cooperative groups, students will learn from each other. Teachers will analyze classwork to ensure rigor of each standard.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
PLC collaboration on standard driven instruction, iReady standard mastery assessments Keystones for standard mastery, Interim assessments to review standard mastery, iReady Interim assessments for standard mastery and Performance tasks/Conceptual Units.	Administration, Instructional staff, Support Staff	6/6/2017	iReady, BAS, Balanced Literacy	\$5,000 for FSA Camp and Materials

School Improvement Plan (SIP)

School Name Eagle Point ES (3461)

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
PK-K PLC	Tuesday	3rd4th5th	9/19/2017 - 5/15/2018	2:00 PM - 3:00 PM	Pre K, K
1st Grade PLC	Tuesday	3rd4th5th	9/19/2017 - 5/15/2018	2:00 PM - 3:00 PM	1
2nd Grade PLC	Tuesday	3rd4th5th	9/19/2017 - 5/15/2018	2:00 PM - 3:00 PM	2
3rd Grade PLC	Tuesday	3rd4th5th	9/19/2017 - 5/15/2018	2:00 PM - 3:00 PM	3
4th Grade PLC	Tuesday	3rd4th5th	9/19/2017 - 5/15/2018	2:00 PM - 3:00 PM	4
5th Grade PLC	Tuesday	3rd4th5th	9/19/2017 - 5/15/2018	2:00 PM - 3:00 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
KG	206	14.60	2.40		21.90	4.90
1	241	7.10	0.40		13.90	1.20
2	215	4.70			11.00	0.50
3	265	6.80	0.40		7.90	0.40
4	239	8.80			13.30	2.10
5	241	4.60	0.40		10.80	0.80

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

Response to Intervention (RTI) is in full implementation at Eagle Point Elementary, utilizing academic and behavioral data to identify students with learning or behavior needs to ensure that those in danger of failure or retention are receiving the interventions needed to be successful.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	8/30/2017 - 5/30/2018	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	3.0
Governance and Leadership	3.0
Teaching and Assessing for Learning	2.92
Resources and Support Systems	3.0
Using Results for Continuous Improvement	2.8
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

Based on the results of the Self-Assessment, Eagle Point will continue to strive for educational excellence. School leaders monitor and support the improvement of instructional practice of teachers to ensure students' academic success. For the 2017 - 2018 school year, we will be implementing new academic initiatives including Canvas and BAS Calibration. Teachers meet twice weekly for team meetings and PLC's and use the results of collective data to plan and drive instruction. Eagle Point engages families in meaningful ways in their children's education and keeps them informed of their progress through the school newsletter and Parent Link.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Meetings-Activities.pdf		10/19/2017

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAFsignin10_10_17.pdf	October	None	10/31/2017
SAFmin10_10_2017.doc	October	None	10/31/2017
EPE_Committee-Membership-17_18.pdf	October	Developed	10/24/2017
SAF-Bylaws.pdf	October	SAF ByLaws	10/20/2017
Self-Assessment_EPE_17_18.pdf	October	None	10/19/2017

File Name	Meeting Month	Document Type	Uploaded Date
3461_SAC_SAF-MEETING-DATES.pdf	October	None	10/19/2017
3461_10172017_Sac-Agenda-10_10_17-(1).pdf	October	None	10/19/2017
SACSIGNIN10_10_2017.pdf	October	Monitored	10/17/2017
sacmin10_10_2117.pdf	October	Monitored	10/17/2017
SAC-Bylaws.pdf	October	SAC ByLaws	10/17/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
8	546	5 of 116	2	18	36

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?

Eagle Point ensures classroom instruction is aligned to grade level Florida standards through the Teacher Evaluation system. Evidence is collected via teacher 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?

Students have access to informational texts in a variety of mediums i.e. Digital 3, 4, and 5; Scholastic News Magazine, Media Special, and iReady.

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

Based on the results of the SES Band data, the content area of focus for improving student achievement at Eagle Point Elementary will be ELA

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 implementing grade/content area based professional learning communities (PLCs) with objectives aligned to the Florida Standards. As the school's initiative to scale up, PLCs are designed to allow colleagues the opportunity to share best practices while following the C.A.R.E (curriculum, assessment, remediation, enrichment) model for progress monitoring of student performance. This year we will be implementing the i-Ready reading program with the goal of improving student achievement. This program provides an opportunity for our students to engage in differentiated instruction for non-fiction and literary reading, aligned to the Florida standards and to each student's Lexile reading level. In addition, the implementation of Daily 5 and Literacy Centers intergrated in all classrooms.

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

Training will be provided for ELA standards based learning goals that guide progress toward mastery. The leadership team will facilitate grade levels with available resources focused on enhancing instructional centers. Administration will monitor alignment of classroom instruction to Florida Standards.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
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Strategies	Persons responsible	Deadline	Professional Development	Budget
Teachers will create rigorous learning goals aligned to standards, continue to use PLC's to develop/evaluate their teaching practice, and use instructional centers aligned to Florida standards.	Classroom Teachers	6/9/2018		

School Improvement Plan (SIP)

School Name Everglades ES (2942)

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
2942 ELA K	Wednesday	2nd4th	8/31/2017 - 4/24/2018	2:15 PM - 3:00 PM	K
2942 ELA 1	Wednesday	2nd4th	8/25/2017 - 4/24/2018	2:15 PM - 3:00 PM	1
2942 ELA 2	Wednesday	2nd4th	8/22/2017 - 4/24/2018	2:15 PM - 3:00 PM	2
2942 ELA 3	Wednesday	2nd4th	8/30/2017 - 4/24/2018	2:15 PM - 3:00 PM	3
2942 ELA 4	Wednesday	2nd4th	8/29/2017 - 5/24/2018	2:15 PM - 3:00 PM	4
2942 ELA 5	Wednesday	2nd4th	8/28/2017 - 5/24/2018	2:15 PM - 3:00 PM	5
2942 ELA ESE/Pre-K	Wednesday	2nd4th	8/24/2017 - 4/24/2018	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
2942 STEAM 3	Thursday	2nd4th	8/23/2017 - 4/25/2018	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	141	12.10			9.20	2.80
1	174	10.30			13.40	4.00
2	196	8.70			12.90	2.60
3	209	7.70			7.80	1.40

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
4	222	7.70			7.70	1.40
5	212	8.50			12.30	2.80

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

1. Our school uses the following progress monitoring tools/assessments:

- BAS (ELA) is performed quarterly.
- Classroom Assessments (ELA, Math, Science, Social Studies) are given weekly or biweekly.
- Keystones (ELA, Science, Social Studies) are given monthly.
- BSA (ELA, Math, Science) is given in January.
- FSA (ELA, Math, Science) is given in April and May.
- End of the Year Test is given in May.

2. The following instructional materials are used at our school:

- Journeys (Core/Remediation/Enrichment)
- GoMath (Core/Remediation/Enrichment)
- Online Digital Fusion (Core/Remediation/Enrichment)
- Phonics for Reading (Intervention)
- Early Reading Intervention (Intervention)
- Journeys Toolkits (Intervention)
- Intermediate Rewards (Intervention)
- Broward Schools CARE Packages (Remediation/Enrichment)
- Intergrated Learning Systems- Learning.com, NewsELA, Vocabulary.com (Remediation/Enrichment)

3. Our school ensures fidelity by meeting with instructional staff on a regular basis to disaggregate data and plan curriculum in order to meet the needs of all students. These meetings include Faculty Meetings, Leadership Meetings, Data Chats, RtI and Professional Learning Communities.

4. Our school ensures that all classroom instruction is accessible to a full range of learners through use of Differentiated Instruction, Intergrated Learning Systems, Multimedia Presentations, a variety of classrooms resources and digital devices.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	2nd, 4th	9/25/2017 - 5/21/2018	8:00 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	3.83
Teaching and Assessing for Learning	3.33
Resources and Support Systems	3.14
Using Results for Continuous Improvement	3.0

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

- Develop a communication plan
- Have monthly meetings with stakeholders

- Have monthly meetings to review student data with staff
- Develop and implement Academic Family Nights.
- Develop and implement effective Professional Learning Communities.
- Identify and monitor at risk students through the Response to Intervention Process
- Use technology for intervention and enrichment strategies.

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Committee-Membership_EE_17_18.pdf	October	Developed	10/31/2017
2942_Self-Assessment_EVE_17_18.pdf	October	None	10/20/2017
2942_SAF-Agenda-October1617.pdf	October	None	10/20/2017
2942_SAC-Agenda-October1617-(1).pdf	October	None	10/20/2017
2942_SAC_SAF_Schedule-2017-2018-.pdf	October	None	10/20/2017
SAFBYLAWS.pdf	October	Monitored	10/20/2017
SAC-BYLAWS.pdf	October	Monitored	10/20/2017
SAF-Signin_10162017_.pdf	October	Monitored	10/18/2017
SAC-Signin_10162017.pdf	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
10	539	19 of 79	2	42	84

Goals

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

Through implementation of instructional focus calendars and monthly team planning, classroom instruction is ensured to align to grade-level Florida Standards. Evidence is collected through classroom walkthrough/ iObservation data, monitoring of school wide assessments and lesson plans.

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

- Students are able to make the home-school connection by logging on to Broward Single Sign on (Broward SSO) to access textbook, digital lessons, and district approved research search engines such as GALE.
- The school also purchased the Scholastic BAS library that provides non-fiction informational text for ELA, Social Studies, and Science
- NewsEla intense reading comprehension of current events (monitored and assigned by grade level teachers and STEAM) provides a great resource.

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 data derived from 2016-2017 Florida Standards Assessment test, 64% of students in our lowest 25% subgroup made learning gains in reading. For the 2017-2018 school year 70% of students in our lowest 25% subgroup will make learning gains in ELA.

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?

- Developing and implementing successful PLC's using C.A.R.E. Cycle
- Data chats each PLC Cycle
- Frequent progress monitoring to ensure progress and adjustment of curriculum to meet individual needs.
- Collaborate with schools to find initiatives that has proven to impact student learning
- Learning goals and performance scales
- Focus on additional resources to increase Early Literacy skills.

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

The best practice that we are scaling-up will be accomplished by providing adequate release time for professional development that is developed with and by teachers; driven by data for identifying deficits in skill areas, aligning activities with instructional focus; pooling all resources; including ongoing assessment of student learning and evaluating effectiveness of activities. In addition, teachers will plan unit instructions based on Florida Standards to address struggling students needs. The plans are to include scaffolding of the levels of DOK and more rigorous performance task to demonstrate individual mastery of standards.

- Teachers will analyze achievement data to reveal instructional needs, implement more rigor with reading support after exposure and training of online tools as well as other district approved resources
- Teachers will monitor student engagement and interaction with reading resources.
- Individual as well as group instructions will be monitored and adjusted as necessary for continuous improvement.
- Teachers will develop exemplars of good work that meet standards and reflect the instructional focus.
- Teachers will use multiple assessment tools aligned with teaching standards for remediation and enrichment.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Ensure students' needs are met through progress monitoring and RTi interventions.	RTI Team, Classroom Teachers	5/25/2018		

Strategies	Persons responsible	Deadline	Professional Development	Budget
Formative assessments will be given bi-monthly. Results will be used to guide student instruction.	Administrators, Reading Coach, Instructional Coach, Classroom Teachers	5/25/2018		
Provide Differentiated Instruction through small group Reading Application, Journeys Intervention/Enrichment, Phonics For Reading, and Reading Pull-out program and After School Tutorial Camps	Administrators, Reading Coach, Instructional Coach, Classroom Teachers	5/25/2018	District offered Reading Trainings as needed	
PLC teams will work together to develop learning goals and performance scales in order to monitor student progress to ensure new standards/assessment and DOK levels are being successfully implemented.	Administrators, PLC Facilitator, Classroom Teachers	5/25/2018		
Utilization of Integrated Learning Systems such as: Vocabulary.com, Accelerated Reader, and NewsELA.	Administrators, Reading Coach, Facilitator, Classroom Teachers	5/25/2018		

School Improvement Plan (SIP)

School Name Forest Hills ES (2631)

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
Think Tanks	Tuesday Wednesday Thursday	1st2nd3rd	8/29/2017 - 5/31/2017	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)
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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	127	14.20%	1.00	10.00	10.00	5.00
1	101	13.90	2.00		24.40	5.00
2	91	14.30	3.30		24.70	5.50
3	118	11.90	3.40		32.70	5.90
4	115	16.50			26.60	3.50
5	116	12.90	5.20		33.90	7.80

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

Classroom Walkthroughs - Administration, Instructional Coach and Pull-Out Teachers, and peer-to-peer observations

RtI Team- (Tuesdays)- Meets to discuss Tier 2 and Tier 3 students along with any other classroom hurdles that need to be addressed.

Think Tank (PLC)- (by grade levels)- meet weekly with Instructional coach and administration to target specified areas of the curriculum.

Teachers work with the Guidance Counselor to collect individual student data. This will identify if the student is progressing or not.

CLI (Children's Literacy Initiative) Coaches- monitor classroom teaching and learning practices, as well as provide inservice related to literacy.

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	3.0
Teaching and Assessing for Learning	3.33
Resources and Support Systems	2.86
Using Results for Continuous Improvement	3.0

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

Purpose and Direction- revisit staff expectations for curriculum and behavior often during think tanks (PLCs). This will prevent any miscommunication and allow for efficient implementation of all goals to increase to an "A" rated school.

Governance and Leadership- Utilize data and classroom visits to identify what is/ or is not working. Make adjustments that will allow the organization to move forward.

Teaching and Assessing for Learning- New Teacher Academy (T.I.E.R.) to help bring new staff up to speed on how and when to assess, as well as what assessments to use. Support personnel will also help teachers assess students and form groups that will help tailor instruction to the individual needs of students.

Resources and Support Systems- Technology has been an issue, however, during last year's roll out of the Lenovo laptops staff and students became familiar with the features, and how to care and properly use the

machines. This year we have gotten off to a much better start. Other resources and software are already in place.

Using Results for Continuous Improvement- By identifying what is working and established within the school, as well as what needs to be tweaked or changed, allows the organization as a whole to move forward. Student laptops help us monitor progress, along with the weekly Response to Intervention (RtI) meetings with teachers and parents allow the school to continuously improve or tweak practices.

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
FHE-Committee-Membership.pdf	October	SAC ByLaws	11/1/2017
FHE-SAF-Bylaws.pdf	October	SAF ByLaws	11/1/2017
School-Advisory-Forum-Meeting-Schedule_FHE.pdf	October	None	10/31/2017
SAC-October.pdf	October	Developed	10/30/2017
SAF-Agenda_Meeting-Dates_Minutes-10-18.pdf	October	SAF ByLaws	10/30/2017
SAC-2017-2018-Meeting-Dates.docx	October	SAC ByLaws	10/23/2017
SACSeptember17.pdf	October	None	10/5/2017
SACAugust17.pdf	October	None	10/5/2017

File Name	Meeting Month	Document Type	Uploaded Date
SACBylaws17-18.pdf	August	ByLaws	10/5/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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	408	64 of 205	1	45	90

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?

Foerst Hills ensures adherence to the standards through classroom walkthrough and feedback from administration, Childrens Literacy Initiative (CLI) Coach walkthroughs, and our Think Tank (PLCs) with each grade level to identify instructional next steps for the upcoming week and appropriate pacing through the Instructional Focus Calendar at each grade level.

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 online programs such as iReady, SchoolCity (to assess progression in informational text and identify student strengths and weaknesses), through CLI materials and CLI coaches monitoring progression during classroom observation, teacher data chats with administration to identify strategies that are used to enhance informational text.

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

Reading informational text will be our target this year. Through our own initiatives as well as the assistance of the CLI and Instructional Coach, Forest Hills is diligently working on becoming a balanced literacy school.

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

Our Think Tanks, administrative and group walkthroughs provide teachers with the opportunity to ask questions and reflect on strategies that will enhance informational text.

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

Best Practices are scaled up through individual classroom lesson study and feedback given to teachers. All instructional staff is also doing a year long book study on guided reading and the evidence that each classroom should have. Think Tank is also a time where teachers can share best practices. Think Tanks happen in a different classroom each time to help align strategies based on classroom configuration (physical layout), center activities, and guidance from the CLI coaches and administration.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Think Tanks (PLC), CLI Trainings, District workshops, instructional staff book study, RtI and walkthrough data.	Barbara Rothman (Principal); Derrick Huff (Asst. Principal); Mary Sforza (Instructional Coach); Christina Reuter (ESE Specialist)	6/7/2018	Think Tanks (PLC), CLI Trainings, District workshops, instructional staff book study, RtI and walkthrough data.	\$0.00

School Improvement Plan (SIP)

School Name Gator Run ES (3642)

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
ESE/Specials/PreK	Thursday	5th	8/31/2017 - 5/31/2018	2:00 PM - 3:00 PM	Pre K
3642 Kindergarten	Thursday	5th	8/31/2017 - 5/31/2018	2:00 PM - 3:00 PM	K
3642 1st Grade	Thursday	5th	8/31/2017 - 5/31/2018	2:00 PM - 3:00 PM	1
3642 2nd Grade	Thursday	5th	8/31/2017 - 5/31/2018	2:00 PM - 3:00 PM	2
3642 3rd Grade	Thursday	5th	8/31/2017 - 5/31/2018	2:00 PM - 3:00 PM	3
3642 4th Grade	Thursday	5th	8/31/2017 - 5/31/2018	2:00 PM - 3:00 PM	4
3642 5th Grade	Thursday	5th	8/31/2017 - 5/31/2018	2:00 PM - 3:00 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
KG	163	8.60			6.00	
1	196	7.70			12.20	1.00
2	205	4.40			9.60	
3	241	5.40			9.40	1.20
4	243	6.60	0.40		8.10	0.80
5	255	9.40	0.40		7.90	0.40

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

Gator Run will address the early warning indicator identified for both the 2015-2016 and the 2016-2017 school year of the % of student's level 1 in ELA or Math. We are implementing the following intervention strategies to improve academic performance with the use of the GatorAid afterschool camp in math and reading, Quarterly Data Chats, Double Dosing, the RtI process, and Achieve3000 an online reading program.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Thursday	1st, 5th	9/25/2017 - 5/28/2018	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	2.67
Governance and Leadership	3
Teaching and Assessing for Learning	2.5
Resources and Support Systems	2.86

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

To address improvement in purpose and direction which focuses on the process to review, revise, and communicate a school purpose for student success. We are continuing to explore our purpose through faculty collaboration, team leader meetings, classroom visits and informal conversations. As a school, we are working to define the Gator Run experience for our students. We will include stakeholders in the process as well as a staff, to analyze how we can best revise and communicate our school purpose.

Gator Run has many strengths in the area of continuous improvement. Teachers meet weekly and collaborate on strategies and best practices to ensure they are able to use the best strategies to meet the needs of all of their students. Teachers also use data obtained from various resources, such as ongoing assessments and BAS data to drive their instruction. In addition, teachers meet quarterly with administration and support staff to discuss their students' progress, as well as, any needs or concerns the child may have. In addition to the Data Chat meetings, Gator Run has an amazing RtI team and process in place. With the help of both the Data meetings and RtI meetings, teachers have the support to ensure that all children receive the best possible education from Gator Run Elementary. To sustain these strengths we will continue to do all of the aforementioned tasks and strategies.

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF_Signin_Sept_GRE.JPG	October	None	10/26/2017
Committee-Membership20172018SAC.pdf	September	None	10/25/2017
SAF10.18.17.pdf	October	None	10/25/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAC10.18.17.pdf	October	A+ Funds	10/25/2017
SAC-SAF1718Meetings.pdf	October	None	10/23/2017
3642_SAC_Meeting-9_25.pdf	September	Developed	10/23/2017
GRE_Self-Assessment_2017-2018.pdf	October	None	10/23/2017
3642_SAFSeptemberAgenda_092517.pdf	September	SAF ByLaws	10/20/2017
SAF-Bylaw-GatorRunES.pdf	September	SAF ByLaws	10/15/2017
SAC-ByLaws-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
10	541	18 of 79	2	41	82

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?

Gator Run Elementary ensures that classroom instruction is aligned to grade-level Florida Standards in various ways. Teachers participate in collaborative learning communities to improve instruction and student learning each month, while all staff members participate in continuous programs of professional learning. Teams meet to ensure that the standards are met through effective team planning. The PLC's provide support of implementation of the state standards; collaborative learning and high yield strategies through peer coaching and reflection. Administration supports challenging, equitable learning experiences for all students. Administration works collaboratively with all teachers to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, and student learning needs. Ensuring that commitment to instructional practices that include active engagement, a focus on depth of understanding and the application of knowledge and skills. Quarterly discussions/communication between staff and administration, as well as classroom visits also ensures that the standards are being effectively taught.

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

Gator Run Elementary School recently purchased the Scholastic Leveled Bookroom for grades K-5. The Leveled Bookroom offers over 5,000 inspiring books, across an enormous variety of text types, themes, genres, topics and content areas. It includes new print and digital resources and assessment tools that explicitly support college & career readiness. In addition, Broward County Schools just went through an adoption for Social Studies materials. Schools were given leveled libraries for each classroom across the grades and a leveled library collection for each grade level to be placed in the resource room.

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

As evidenced in the SES Band Data, Gator Run Elementary School currently has 82% of students scoring satisfactory or higher on FSA ELA assessment overall. Our data showed that Gator Run Elementary was in band 10. Through small group instruction, we are using close reads and leveled readers to assist in identifying text evidence, differentiated lessons and using Achieve 3000 and Smarty Ants to support ELA instruction at individualized levels. We will focus on incorporating grade appropriate ELA (English Language Arts) Standards to increase the student understanding of the content area of science as well.

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

Best Practice #1 - Professional Learning Community (PLC) - is being scaled up to improve teaching and student learning of mathematics in classroom instruction to increase performance within the SES Band. Monthly team PLCs include the creation of performance scales, along with student evidences that align to specific grade level mathematics standards.

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

PLC is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices. During the 2017-2018 school year, our teachers will continue to write Learning Goals and Performance Scales during the PLC. All instructional staff will participate in LG & PS professional development with follow-up PD happening throughout the year. During the PLC, teachers will also discuss the implementation of the LG and PS and how it relates to student achievement.

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.

Success is measured based upon the 2017-2018 FSA scores. Previous success includes positive implementation of the CARE cycle during 2016-2017 school year PLCs. Our PLC teams used the formative assessments and completed lesson studies, while working in their PLC teams. This process positively affected both teaching and student achievement. Our school was also successful with the RtI process last school year. This success includes identifying and implementing interventions school-wide that positively impacted student achievement. As a result of these above strategies, Gator Run Elementary showed a % growth in the area of ELA.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
GatorAid Camp for early indicator students in ELA, Math and Science	Christina Monroe	5/11/2018		9,000.00 Towards GatorAid camp

School Improvement Plan (SIP)

School Name Hollywood Park ES (1761)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
5th	Thursday	1st2nd3rd4th	9/14/2017 - 5/17/2018	2:10 PM - 3:10 PM	5
4th	Wednesday	1st2nd3rd4th	9/13/2017 - 5/16/2018	2:10 PM - 3:10 PM	4
3rd	Tuesday	1st2nd3rd4th	9/12/2017 - 5/15/2018	2:10 PM - 3:10 PM	3
2nd	Thursday	1st3rd	9/7/2017 - 5/10/2018	2:10 PM - 3:10 PM	2
1st	Wednesday	1st3rd	9/6/2017 - 5/9/2018	2:10 PM - 3:10 PM	1
K	Tuesday	1st3rd	9/5/2017 - 5/15/2018	2:10 PM - 3:10 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	78	21.80			26.50	3.80
1	73	28.80	1.40		40.70	16.40
2	83	10.80	2.40		21.20	
3	92	15.20	1.10		32.10	4.30
4	81	19.80	1.20		41.20	9.90
5	91	14.30	2.20		42.30	7.70

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

1. At the beginning of the school year, students in each grade level take the I-Ready Diagnostic test for both reading and math. This data is then analyzed, along with students' BAS levels in reading and previous FSA scores, to determine whether or not the student is performing on grade level. If it is determined that a student is not performing on grade level, then the area(s) of weakness are discussed, and the teacher monitors the use of Tier I strategies, to ensure that all Tier I strategies have been exhausted before a student is placed on a Tier II intervention. The Tier II intervention program is decided based on the area of most weakness. Biweekly, reading data is discussed and compared to standard-mastery data and diagnostic data for each student, to monitor student performance and progression towards proficiency.

2. Our core instruction materials include I-Ready for reading and writing, and GoMath for math. To supplement, teachers also use authentic literature, ReadWorks.org, and NewsELA.com to provide additional reading material. Leveled text is also used in guided reading groups to focus on reading behaviors. Some of the interventions being utilized include Phonics for Reading, Leveled literacy Instruction, QuickReads, and Soar to

Success.

3. To ensure the fidelity of students not progressing toward school and district goals receiving appropriate interventions, the CPST team reconvenes twice a month and analyzes student progress compared to their peers in the same intervention group, as well as ELL students on the same level. If students are not making progress, then the team will decide if the student needs to move to Tier III or if a different intervention program should be used.

4. To ensure that all classroom instruction is accessible to the full range of learners using UDL principles, teacher utilize coping strategies and self-assessment in the classroom, as well as auditory and visual information using multiple forms of media.

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.67
Governance and Leadership	3.67
Teaching and Assessing for Learning	3.5

Resources and Support Systems	3.29
Using Results for Continuous Improvement	3.4
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p><u>Purpose and Direction:</u></p> <ul style="list-style-type: none"> • The School Pledge (FAST) will be recited on the morning announcements daily, as well as at all school assemblies. • Staff will discuss working towards school goals regularly, including at staff and PLC meetings. <p><u>Governance and Leadership:</u></p> <ul style="list-style-type: none"> • Administration will increase communication through ParentLinks, the Remind app, marquee announcements, and fliers sent home. <p><u>Teaching and Assessing for Learning:</u></p> <ul style="list-style-type: none"> • Professional Learning Communities will involve developing and planning for small-group instruction, as well as reteaching, remediating, and enriching learning to meet the needs of all students. • Standards-mastery assessments on I-Ready will be used to develop standards-based goals for students, and to allow for reassessing student knowledge. • Teachers will have multiple opportunities to receive feedback on learning goals and small-group instruction. • Teachers will conference with students to set learning targets. • Extended Learning Opportunities will be offered in the areas of Reading and Math. <p><u>Resources and Support Systems:</u></p> <p><u>Using Results for Continuous Improvement:</u></p> <ul style="list-style-type: none"> • Teachers will meet with administration and support staff regularly, to review student data and discuss the results. 	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
1761_Agenda-Sign-In-Minutes_October-2017.pdf	October	A+ Funds	11/1/2017
HPE1761_SelfAssessment_20172018.pdf	October	None	10/30/2017
1761-Composition-Report-2017-18.pdf	October	A+ Funds	10/30/2017
1761-SAF-Bylaws-2017-2018.pdf	October	SAF ByLaws	10/20/2017
1761-SAC-ByLaws-2017-18.pdf	October	SAC ByLaws	10/20/2017
1761_Agenda-Sign-In-Minutes_September-2017.pdf	September	Monitored	10/20/2017
1761-SAF-Dates-2017-2018.pdf	October	None	10/20/2017
1761-SAC-Dates-2017-2018.pdf	October	None	10/20/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	337	138 of 205	-337	81	161

Goals

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

In order to ensure that classroom instruction is aligned to grade-level Florida Standards, a school-wide pacing calendar has been created. This calendar ensures that all standards are taught within a timely manner throughout the school year. Standards mastery assessments for reading and math standards are administered throughout the year in the intermediate grades. These assessments are aligned to Florida standards and are listed on the school-wide calendar. Results of these assessments are used to determine remediation and enrichment, as well as further instruction for the school year. Primary grades use grade level specific standards to check for mastery.

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 our vast leveled resource library. This library is composed of chapter books and picture books, including informational text comprised of historical and scientific topics. In addition, each classroom was provided informational text, including social studies leveled readers. Teachers regularly access informational text via Newsela.com and Readworks.org. 4th and 5th grade teachers also have access to DBQ, Data-Based Questioning, and use this to plan instruction in Social Studies, Writing, and Reading using the Florida Standards.

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

2017 FSA Data demonstrates that only 48% percent of students in Grades 3-5 are proficient in English Language Arts. Based on this data, we have focused on ELA as our target for improving student achievement. This year, we will scale up Tier 1 instruction by implementing leveled text and guided reading during the literacy block. We will also implement targeted interventions for students who are below grade level.

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

BEST Practice #1: PLC's (Professional Learning Communities) and BEST Practice #2: Response to Intervention will be scaled up to improve teaching and learning in order to increase performance within the SES Band.

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

BEST Practice #2, Response to Intervention, will be scaled-up through the close analysis of data to determine student strengths and weaknesses. It will also be scaled-up through the identification and delivery of targeted interventions to meet student needs. Data will be collected and analyzed regularly to monitor student progress.

Best Practice #1 Professional Learning Communities will be scaled up through weekly meetings focusing on planning Tier 1 Instruction. ELA teams will meet in the Resource room where they will be joined by the Literacy Coach and school Principal to provide them needed support as they plan standards based mini lessons as well as guided reading lessons focusing on individual teaching targets and student levels.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Teachers will be trained in the RtI process, use of BASIS to document strategies and process, data collection tools. CPST will meet bi-weekly to monitor student progress.	Admin/CPST Team	6/1/2018	In house PD provided by School Psychologist	\$0.00
Implement PLC Schedule for Reading and Math. Administration will be present at meetings. Agendas and minutes will be kept. Focus will be on implementing standards based instruction and analysis of data in order to positively impact student achievement.	Admin/Literacy Coach/Math Resource Teacher	6/8/2018	Select teachers will attend the Facilititating Authentice PLC Workshop	\$0.00

School Improvement Plan (SIP)

School Name Hunt, James ES (1971)

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
Hunt PLC 2017 - 2018	Wednesday Thursday	1st2nd3rd	8/14/2017 - 6/1/2018	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)
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Grade	Student Enrollment	Data For: 2016-2017 (Last updated: 8/29/2017)				% of students exhibiting 2 or more Early Warning Indicators
		% 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	
KG	101	18.80	2.10	27.10	4.20	
1	96	13.30	1.60	36.40	4.70	
2	128	11.70	2.30	34.40	5.50	
3	128	8.00	0.90	30.00	3.60	
4	112	6.70	2.20	24.80	3.00	
5	134					

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

1. Refer students with absentee issues to RTI team to implement interventions to improve student attendance.
2. Create FBAs and PBIPs for students in need of behavioral support beyond the Schoolwide Discipline Plan.
3. Attendance team meets regularly to review attendance data.
4. Schoolwide Discipline Plan is monitored and reviewed.
5. Guidance Counselor and Social Worker work as team to support families in need of additional supports.
6. Implement Praisin Raisin program to improve and reward student behavior.
7. Assign mentors and listeners to students in need of positive role model.

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 Thursday	1st, 2nd, 3rd, 4th, 5th	9/6/2017 - 5/31/2018	8:15 AM - 1:35 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	2.67
Governance and Leadership	3.33
Teaching and Assessing for Learning	2.92
Resources and Support Systems	2.71
Using Results for Continuous Improvement	3
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p>	

We will work to continue to build relationships with internal and external stakeholders to increase involvement of development of school purpose and direction. We will continue to review and look for new resources and support systems available to better meet student needs.

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF-Oct2017.pdf	October	Monitored	10/30/2017
SAC-Oct2017.pdf	October	Developed	10/30/2017
SAC-9-6-17.pdf	October	Developed	10/25/2017
Hunt_Committee-Membership-17--18.pdf	October	Developed	10/24/2017
Hunt-Elementary-SAC-SAF-Meeting-Dates.pdf	October	None	10/23/2017
SAF-Bylaw--2017-2018.pdf	October	SAF ByLaws	10/23/2017
SAC-ByLaws-2017-2018.pdf	September	SAC ByLaws	10/4/2017
1971_Self-Assessment.pdf	September	None	10/4/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	425	47 of 205	1	37	73

Goals

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

Administration conducts ongoing observations and teachers meet regularly in PLCs. Feedback is provided after observations. Minutes from PLCs are shared.

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

We have a full leveled A-Z Bookroom and leveled nonfiction texts as part of our Social Studies adoption. All classrooms also receive weekly news articles from Scholastic News or Time For Kids.

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 focus for this year is the implementation of balanced literacy using data from the Benchmark Assessment System to drive decisions.

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 scaled up to focus on the implementation of balanced literacy.

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

1. All staff will participate in Balanced Literacy Training.
2. District staff will complete professional development with teachers on calibrating scoring of Benchmark Assessment System.
3. A book study for all teachers will take place centered around the book - Great Habits, Great Readers by Paul Bambrick-Santoyo
4. School leadership will join PLCs and monitor implementation of activities and lessons planned during PLCs.
5. All teachers will organize classroom libraries by theme and interest.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
All teachers will implement components of balanced literacy in 90 minute reading block.	Classroom Teachers, Leadership Team, Support Staff, Administration	5/1/2018	Book Study - Great Habits, Great Readers, Subcadre PLC	3,295.00 - Purchased Saxon Phonics program, Rehearsing books for shared reading

School Improvement Plan (SIP)

School Name Indian Trace ES (3181)

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
3181 ELA, 3181 Math	Thursday		9/28/2017 - 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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Grade	Student Enrollment	Data For: 2016-2017 (Last updated: 8/29/2017)		% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
		% of students with attendance below 90%	% of students with 1 or more suspensions			
KG	108	% 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
1	111	9.90			9.60	3.60
2	122	8.20			6.90	0.80
3	124	9.70			10.20	
4	154	11.00			8.10	0.60
5	130	10.80	0.80		14.30	3.80

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

The following strategies are being implemented to improve the academic performance of students identified by the early warning system:

Students attend before school computer lab Monday-Thursday mornings for 20 minute sessions of IReady reading and math.

Students receive reading interventions in 30 minute pull out session with a certified teacher on Monday-Thursdays.

Students receive math interventions in their classrooms Monday-Friday.

The ELL groups are receiving intervention strategies.

The lowest quartile students in math and reading are receiving intervention strategies in a pull-out setting.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 3rd	9/18/2017 - 5/21/2018	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	3.0
Governance and Leadership	3.0
Teaching and Assessing for Learning	3.17
Resources and Support Systems	3.29
Using Results for Continuous Improvement	3.0

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

In order to increase our school's overall rating we will:

*Increase communication of school purposes and direction with all stakeholders through parent meetings, parentlink, newsletters, PTA meetings, faculty meetings.

*Continue to implement PLCs to ensure that all teachers remain consistent on this level as well as team planning and vertical planning and grade level PLCs.

*Continue our hands-on approach and project-based environment commensurate with Florida standards for college and career readiness and concepts of high level thinking skills. We will also utilize Balanced Literacy curriculum in grades K-3 and Content Area Reading in the intermediate grades. Additionally, we will incorporate the use of iReady Reading and iReady Math with all of our students.

*Train parents on available Technology Resources and ways they can support their children's academic

learning and growth.

*Grade level teams and vertical teams will meet to analyze student work samples to ensure mastery of Florida Standards and will use the formative assessment data to drive instruction.

*Review plan periodically with staff and stakeholders to facilitate a more cohesive environment and transition.

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Meeting-Minutes-10.13.17.pdf	October	Developed	11/3/2017
3181_ITE_SAF-Agenda10.13.17.pdf	October	None	10/23/2017
SAC-Composition-Report-2017-2018.pdf	October	None	10/23/2017
SAF-Agenda10.13.17.pdf	October	Developed	10/23/2017
SignIn10.13.17.pdf	October	Developed	10/23/2017
ITE_Self-Assessment_17-18.pdf	October	None	10/23/2017
ITE_3181_SAC_SAF_Meeting-Dates-2017.pdf	October	None	10/23/2017
3181_ITE_SAC_SignIn9.27.17.pdf	September	Developed	10/23/2017

File Name	Meeting Month	Document Type	Uploaded Date
3181_ITE_SAC_Agenda10_13.pdf	October	Developed	10/23/2017
3181_SAC-Agend-and-Minutes-9.27.17.pdf	September	Developed	10/23/2017
3181__SAF-Bylaws-2017.pdf	October	SAF ByLaws	10/23/2017
SAF-Meeting-Minutes10.13.17.pdf	October	SAF ByLaws	10/15/2017
SAF-SignIn10.13.17.pdf	October	SAF ByLaws	10/15/2017
SAC-Bylaws-2017.pdf	October	SAC ByLaws	10/13/2017

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
9	478	46 of 82	2	64	127

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?

Team planning and PLC data are aligned to grade-level Florida Standards. Teachers work together to plan and implement differentiated lessons that are aligned to Florida Standards. Lesson plan books are checked quarterly to ensure that plans are aligned to the Standards. Administration visits classrooms for Informal and Formal Observations using iObservation instrument.

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

In addition to using texts from core, supplemental, and intervention programs, the school ensures that students have access to informational text for each content area in a variety of mediums with the availability of Digital 3, 4, and 5. The students have access to online textbooks, Newsela, and leveled social studies books.

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

Based on the 2017 FSA data, ELA continues to be our focus. This area was chosen because 26% of the students were not proficient in ELA. Additionally, 48% of our lowest quartile did not make adequate learning gains.

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

We will integrate content area reading through schoolwide Project Based Learning quarterly units of study in grades K-5. Additionally, we will utilize and progress monitor the iReady computer-based, fiction/non-fiction reading program in grades K-5. We saw a need for a unified writing curriculum. Grades K-2 will utilize the Lucy Calkins units of study. Grades 3-5 will incorporate Document Based Questioning (DBQ) in the classroom.

Project Based Learning will increase math proficiency. We will utilize iReady in grades K-5 to increase math fluency, mathematical operations and algebraic thinking.

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

We will integrate schoolwide Project Based Learning quarterly units of study in grades K-5. In order to make ELA learning gains, we will integrate content area reading and progress monitoring the iReady reading and math program in grades K-5. We are using the LAFFS book, iReady for reading and math, and the iReady ToolBox. Additionally, we are incorporating the Lucy Calkins writing method in grades K-3, and we are incorporating Document Based Questioning Strategy (DBQ in grades 3-5.)

In order to increase reading proficiency, we will also focus on early literacy by implementing Wilson

Foundations (grade 1) Reading Program in kindergarten classes. Students not showing mastery will receive intensive intervention.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Project Based Learning will increase math proficiency. We will utilize iReady computer-based math program to increase math fluency, mathematical operations and algebraic thinking. Students in the lowest quartile will utilize the computer lab for IReady intervention in Math.	Literacy Coach	6/1/2018		
We will incorporate the STEM+C in grades 3-5 in order to integrate content area reading. We will integrate content area reading through schoolwide Project Based Learning quarterly units of study in grades K-5. Additionally, we will utilize and progress monitor through iReady computer-based reading program in grades K-5. Students in the lowest quartile will utilize the computer lab for iReady intervention in Math.	Literacy Coach	6/1/2018		

School Improvement Plan (SIP)

School Name Manatee Bay ES (3841)

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
Data Teams	Tuesday	4th	9/19/2017 - 5/15/2018	2:15 PM - 3:00 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)
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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	140	6.00	0.60	11.10	11.10	2.90
1	174	14.90	0.60		11.10	2.90
2	200	7.50	1.00		16.30	1.50
3	216	3.70	0.50		4.40	0.50
4	235	12.80	0.40		7.70	0.90
5	251	7.20			9.00	0.40

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 currently have the following interventions in place:

- Tier 2 interventions in the classroom as monitored by teacher data teams as needed.
- Tier 3 interventions through the RTI process as monitored by the RTI team which consists of School Counselor, School Psychologist, ESE Specialist, Assistant Principal, Literacy Coach, and classroom teachers.

We currently hold Standards Based Instruction groups targeted to lowest 30 of all students in 3-5 who are not performing in the classroom.

LEC Camps will be available for identified level A and B students in grades K-5 and Academic Camps will be available for identified students in grade 3-5.

Attendance data is monitored by the school social worker who contacts parents by phone and/or conducts home visits as needed.

RtI Team Meeting Schedule

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Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	9/7/2017 - 5/17/2018	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	3.33
Governance and Leadership	3.83
Teaching and Assessing for Learning	3.5
Resources and Support Systems	3.0
Using Results for Continuous Improvement	4.0

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

Purpose & Direction - Administration and teachers will participate in CARE cycles that focus on the purpose and direction of the school which is to create a community of life long learners. The Purpose &

Direction will also be shared at SAC, SIP & SAF meetings along with all parent nights.

Governance & Leadership - Administration has surveys for staff that allow us to get feedback and reflect on our own practices. In addition teachers looking for leadership opportunities will be provided to work with administration to enhance their leadership skills.

Teaching & Assessing for Learning -- Professional developments will focus on using student data to inform instruction. Assessments will be reviewed for purpose and alignment to the standards.

Resources & Support Systems - A survey will be provided to teachers to provide feedback about support services currently in place. Resources requested will be evaluated and ordered if they will enhance instruction.

Using Results for Continuous Improvement - Teachers will use data from various sources to guide their instruction and create small groups to enrich and/or remediate as required.

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-ByLaws_MBE_17_18.pdf	October	SAC ByLaws	11/3/2017
Committee-Membership_MBE_17-18.pdf	November	Developed	11/3/2017
Manatee_October-2017-SAC-Meeting.pdf	October	Monitored	11/3/2017
Manatee-Bay-SAF-Meeting-Dates-17-18-updated.pdf	October	Monitored	10/27/2017
Manatee-Bay-SAC-Meeting-Dates-17-18-updated.pdf	October	Monitored	10/27/2017

File Name	Meeting Month	Document Type	Uploaded Date
MBE_-Self-Assessment_17-18.pdf	October	None	10/24/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
10	539	19 of 79	2	42	84

Goals

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

During planning week staff is reoriented with the Florida State Standards and all lessons ensure mastery of these standards.

Progress monitoring is completed by teachers to identify mastery, remediation and/or enrichment activities per standard.

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?

Level Readers for the content areas based on BAS levels, PTA supports the purchase of Scholastic News and Storyworks.

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 2017-2018 FSA Data the focus for Manatee Bay will be English Language Arts (ELA) 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?

1. Specials teachers are focusing on content area vocabulary to support ELA instruction at all grade levels.
2. We will be starting both Language Enrichment camps for our ELL students and Academic achievement camps to target specific ELA standards in February 2017.
3. Writing instruction is being utilized across all curriculum areas with a focus on non-fiction writing.
4. iReady instruction is utilized to support ELA instructions with the goal being a minimum of 45 minutes per student per week or lesson completion.
5. Targeted PLCs are scheduled to strengthen ELA skills in both students and teachers.
6. Standards Based Pull-out Instruction groups in grade 1-5 in ELA will be used.
7. Tier 3 LLI will be administered by resource teacher.
8. Interactive notebooks are utilized in all subject areas.
9. Small group instruction will be monitored.

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

1. PLC's are targeting ELA standards.
2. Vertical ELA teams meet monthly to align school-wide ELA focus.
3. District supported training to instruct teachers in BAS instruction in grades K-5.
4. Quarterly iReady performance data is being monitored for learning trends and deficits.
5. Monthly CARE meetings are being held to discuss and track student learning gains in ELA.
6. Based on iReady & BAS data, the weakest strands will be targeted in Academic Camps.
7. Language Enrichment Camps will target level A and B ELL students with a focus on vocabulary acquisition.
8. Monthly CARE data will be utilized to identify standards of weakness and will drive the curriculum for our Standards Pull-Out Based Instructional groups.

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.

Based on 2017-2018 FSA in ELA Manatee Bay went up 2 points in Achievement Proficiency, 4 points in Learning gains and 2 points in the lowest quartile.

Use of Standard Based Instructiin with iReady Mastery Standards checks.
 FSA camps offered to all studnets.
 LEC for ELL students in the area of writing.
 PLC focused on student data and best practices.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
SIP Teams	SIP Team Leaders	5/1/2018	SIP teams meet for updates and share with staff via various means.	
RtI Updates	Mrs. Norris	6/7/2018	09/26/2017 and as needed	
The New Balanced Literacy School	Mrs. Wood, Ms. del Barrio, Mrs. Dumervil, Ms. White, & Mrs. DeVaughn	6/6/2018	10/20/2017 & 01/08/2018	
Data Meetings	Mrs. Wood, Ms. del Barrio, Mrs. Dumervil, Ms. White, & Mrs. DeVaughn	5/15/2018		

School Improvement Plan (SIP)

School Name Orange Brook ES (0711)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ELA and MAFS	Monday Tuesday Wednesday Thursday Friday	1st3rd5th	9/20/2017 - 6/1/2018	1:35 PM - 2:45 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 suspensions	% of students with course failure in ELA or Math	% of students level in Math ELA or Math	% of students exhibiting 2 or more Warning Indicators
KG	110	29.10	2.70		38.90	10.90
1	110	19.10	2.70		37.20	6.40
2	115	17.40	0.90		29.00	4.30
3	145	15.90	0.70		39.00	9.70
4	120	20.00	0.80		50.00	9.20
5	124	12.90	1.60		40.20	5.60

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

Intervention strategies employed by Orange Brook Elementary School to improve the academic performance of students identified by the early warning system are as follows:

- RtI team convenes to discuss each individual child to determine the best course of action
- Students receive a double dose in the area of weakness
- Teachers check out materials from the resource room in order to get materials that are appropriate for each child
- Classroom libraries are stocked with differentiated materials

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	9/14/2017 - 6/1/2017	8:30 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	3.0
Teaching and Assessing for Learning	2.75
Resources and Support Systems	2.86
Using Results for Continuous Improvement	2.6

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

In order to increase our overall rating, Orange Brook Elementary has implemented various programs and activities. Administration and Academic Coaches will continue to be a visible force on campus, constantly and consistently going into classrooms to observe the rigor at which teachers are instructing and students are learning. Administration will provide timely feedback to the teachers and students. Orange Brook Elementary has acquired a Resource teacher, whose main objective is to work with targeted students in order to bridge the achievement gap between our 2nd and 3rd graders. Orange Brook has more District support through the TPLG program, which provides support, resources, and a vast wealth of knowledge for our teachers. There has been an increase in communication between parents and the school through various programs and activities, such as our monthly STAR assemblies. Orange Brook has implemented before and after school clubs and programs for students, such as KINGS, QUEENS, KNIGHTS, and PRINCESSES (K-5 students), National Elementary Honor Society (5th grade students), Jumprope Club,

Basketball Club, Robotics Club, and Chorus. Orange Brook is also implementing a new program for Common Formative Assessments, called Coach Digital for K-5th.

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
OBE-SAC-Composition-rev.pdf	November	A+ Funds	11/3/2017
OBE_Self-Assessment_17-18.pdf	October	None	10/23/2017
OBE-SAC-MIN-SEPT.pdf	October	Developed	10/19/2017
OBE-SAC-MIN-OCT.pdf	October	Monitored	10/19/2017
SAF-DATES-17-18.pdf	October	A+ Funds	10/19/2017
SAC-DATES-17-18.pdf	October	A+ Funds	10/19/2017
SAC-ByLaws.pdf	October	SAC ByLaws	10/19/2017
SAF-ByLaws.pdf	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
2	342	85 of 138	-342	90	180

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?

Orange Brook Elementary has a pacing calendar that ensures all Standards are covered by each grade level. Teachers meet along with academic coaches and administrators to discuss standards, teaching strategies and tools to ensure standards are taught for each grade level. After a certain period of time common assessments are given to each grade level and students who have mastered the standards are enriched, and those who have not mastered standards are remediated.

Coach Digital Assessments are used to align grade level instructions.

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?

Orange Brook Elementary has a Resource room where teachers are allowed to come and check various reading resources and books of different genres according to student levels. Teachers have received a classroom library of all genres to supplement student learning.

Our teachers are supplied with math manipulatives as well to enrich students' learning experience.

Students and teachers utilize the internet in order to complete research, NewsELA, Learn Zillion and other technology programs.

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

By June 2018, at least 60% of First Grade students will demonstrate increased proficiency to Level J by June, as measured by BAS. The reason for this decision is traditionally, the achievement gap continues to grow at the primary level. We are hoping that by focusing more on our primary students, the students will become more proficient by 3rd grade.

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

- Students in K-2 will be in differentiated guiding reading groups
- Students will know their levels in order to choose books at their level
- Teachers will increase their use of learning goals and scales.
- Teachers will utilize the Literacy Continuum to select goals that are appropriate for the level these children are reading on
- Teachers will utilize text complexity to choose read alouds that are appropriate to expanding the students' knowledge and interests at a higher level
- Teachers will utilize the Resource room to check out books the students can read at their level and above their level, as well as for instructing students

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

Teachers have been receiving training on Learning Goals and Performance Scales. In order to implement this BEST practice, folders will be provided to Kindergarten thru 2nd grade students with BAS tracking charts and a student self evaluation chart in order to monitor what they are learning and reflect on their performance. Teachers will provide feedback to students regarding the areas that need improvement. Students will be accountable for explaining what they need to know and where they are on the scale. Administration will collect and review the self reflection charts quarterly.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Teachers will participate in Professional Developments on Guided Reading and they will use BAS data to properly place students in appropriate reading groups. District will support in increasing reading complexity. Teachers will utilize our Resource room to check out a variety of differentiated reading materials to support the different level of students in their classrooms.	Administration, Academic Coaches, TPLG Team	6/10/2044	Guided Reading Training	n/a

School Improvement Plan (SIP)

School Name Park Springs ES (3171)

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
3171 ELA ESE	Thursday	4th	8/14/2017 - 5/15/2018	1:45 PM - 2:45 PM	Pre K, K, 1, 2, 3, 4, 5
3171 ELA Pre-K	Thursday	4th	8/14/2017 - 5/15/2018	1:45 PM - 2:45 PM	Pre K
3171 ELA Specials	Thursday	4th	8/14/2017 - 5/15/2018	1:45 PM - 2:45 PM	Pre K, K, 1, 2, 3, 4, 5
3171 ELA 5 GR	Thursday	4th	8/14/2017 - 5/15/2018	1:45 PM - 2:45 PM	5
3171 ELA 4 GR	Thursday	4th	8/14/2017 - 5/15/2018	1:45 PM - 2:45 PM	4
3171 ELA 3 GR	Thursday	4th	8/14/2017 - 5/15/2018	1:45 PM - 2:45 PM	3
3171 ELA 2 GR	Thursday	4th	8/14/2017 - 5/15/2018	1:45 PM - 2:45 PM	2

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
3171 ELA 1 GR	Thursday	4th	8/14/2017 - 5/15/2018	1:45 PM - 2:45 PM	1
3171 ELA K	Thursday	4th	8/14/2017 - 5/15/2018	1:45 PM - 2:45 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	154	10.40	1.30		26.40	5.80
1	179	12.30	1.70		12.70	3.40
2	165	9.10	1.80		8.40	0.60

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
3	155	11.60	1.90		22.40	5.20
4	148	12.20			18.10	1.40
5	161	8.70	2.50		18.50	2.50

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

For the 2017-2018 school year, we will continue to implement a 30-minute Intervention block as part of the ELA 120 minute block. In Kindergarten and first grade, we will continue to use Wilson Foundations and LLI for our reading interventions. In Second grade, LLI will be used as the intervention for reading. In third grade, Phonics for Reading, LLI and I-Ready will be used as the reading interventions, teachers will also use Teacher Toolbox Ready lessons for Small Strategy Groups/Skills Groups. In fourth grade, teachers will use Iready, Journey's Write In Reader, and Teacher Toolbox Ready lessons for their Strategy Groups/Skills Groups. In fifth grade, teachers will use IReady, district formatives, and Teacher Toolbox Ready lessons for their Strategy Groups/Skills Groups. For math intervention, we will continue to utilize First in Math for grades K-2 to practice fluency and Small Strategy groups/Skills Groups for remediation. For our Intermediate Grades, we will use Tenmarks, Iready, and Teacher Toolbox Ready lessons for math Strategy Groups/Skills Groups.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/5/2017 - 5/29/2018	8:15 AM - 1:45 PM

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.00
Governance and Leadership	3.00
Teaching and Assessing for Learning	3.00
Resources and Support Systems	3.14
Using Results for Continuous Improvement	3.00
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>We are continuing to establish a "Growth Mindset" among staff, students, and our PSE stakeholders as we continue to implement standards-based instruction. We will continue to utilize data to progress monitor and drive instruction through our CARE cycle plans. We will continue to provide rigorous instruction, as well as continue to teach through Project Based Learning. We will incorporate more authentic lessons that afford our students to have the opportunity to work cooperatively, rather than independently. Classrooms will work towards making the shift to more student-based instruction, rather than teacher-led instruction. We will implement monthly PLCs that focus on best practices in the area of ELA. Teachers will develop lessons that pull from a variety of resources and mediums that are standards-based. We will continue providing enrichment activities afterschool to meet the needs of the whole child (ie. ELOP program). We will implement optional PLCs that target professional growth. The focus of the Book Study will be <u>What Great Teachers Do Differently, the 17 Things That Matter Most</u>. We will also continue our PLCs started at the end of the 16-17 school year that focuses on <u>The Leadership Challenge</u>. The purpose of this PLC will be to focus on leadership skills, building capacity as a future leader and providing opportunities and support for leadership practice. We will also continue to integrate technology in all classrooms to ensure the needs of the 21st Century learner.</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
3171_SAF-Bylaws_10112017.pdf	October	SAF ByLaws	11/2/2017
3171_SACMinutes_10112017.pdf	October	SAC ByLaws	10/31/2017
3171_SAFMinutes_09052017.pdf	September	None	10/31/2017
3171_SACMinutes_090517.pdf	September	Monitored	10/31/2017
PSE_Self-Assessment_17-18.pdf	October	None	10/23/2017
PSE_Committee-Membership.pdf	October	None	10/23/2017
3171_Signin_10112017.pdf	October	Developed	10/12/2017
SAC-ByLaws.pdf	October	SAC ByLaws	10/12/2017
SAC-SAF-Schedule-17-18.pdf	October	None	10/5/2017
3171_Agenda_101117.pdf	October	SAC ByLaws	10/5/2017
3171_Agenda_090517.pdf	September	Monitored	10/5/2017

File Name	Meeting Month	Document Type	Uploaded Date
3171_Signin_090517.pdf	September	Monitored	10/5/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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	436	75 of 125	-436	91	182

Goals

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

We have created school-wide Instructional Focus calendars that align to the Florida Standards. Progress monitoring calendars are created for grades K-5 that indicate the standards-based assessments that will be given for each grade, and it also indicates when data will be collected.

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

We have created a guided reading library that provides informational texts with levels A-Z. In addition, our students have access to NewsELA online. All students also have access to myon. Other supplemental

programs being to access informational texts are Scholastic News and Time for Kids.

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

Based on the 2016-2017 FSA data, we will focus the following three areas: improving performance in ELA Proficiency, improve ELA learning gains, and improve ELA learning gains for the lowest quartile students. . The 2016-2017 FSA results indicate ELA proficiency was at 66%, which was up by three percent from last year. ELA learning gains increase by 5% from 59%-64%. One of the most important goal to focus on will be to improve the ELA learning gains for our lowest quartile students. Even though our learning gains increase, we are still only increased by 2% from 49% the previous year to 51% on the 2016-2017 ELA FSA.

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

We have created grade level PLCs that focus on ELA. We are providing optional PLC opportunities as well. We meet weekly in RTI to evaluate individual student progress. Quarterly data chats are also done to ensure progress is being made.

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

We will reach out to neighboring schools that show strengths in the area of ELA to collaborate. We will share our best practices and take ideas from each other pertaining to strategies to improve our proficiency levels in ELA.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Implementation of Academic Notebooks throughout Core Curriculum Areas with a focus on revising knowledge and tracking student progress.	Classroom teachers	5/15/2018	PLC's	N/A
Utilize MYON to provide leveled texts to all students K-5.	Classroom teacher/Reading Coach/Media Specialist	5/15/2018	N/A	N/A
Utilize BAS system to evaluate K-5 proficiency	Classroom teacher/Reading Coach	5/15/2018	PLC/Staff Development	N/A

Strategies	Persons responsible	Deadline	Professional Development	Budget
Monthly writing assessments aligned with the Florida Standards in grades 4 and 5, samples provided to administration for feedback and coaching.	Principal/Assistant Principal/Reading Coach/Teachers	5/15/2018	PLC's	N/A
Monthly PLCs focused on progress monitoring of student data and sharing best practices.	Classroom teacher/Administration/Support Staff/Reading Coach	5/15/2018	PLC	N/A
Iready Program for ELA remediation	Principal/Assistant Principal/Reading Coach/Teachers	5/15/2018	PLC/Staff Development	\$3,000.00
After school tutoring for ELA, Math, and for Grades 3-5 as well as ELL students.	Principal/Assistant Principal/Reading Coach	5/15/2018	N/A	\$3,000.00
All teachers will utilize Learning Goals and Scales to track progress.	Principal/Assistant Principal	5/15/2018	Professional Development as needed	N/A
30-minute Intervention Block using research-based strategies	Classroom Teacher/Reading Coach	5/15/2018	Professional Development	N/A
Provide ELA professional development that targets Tier 1 instruction, comprehension, and small group guided reading.	Classroom Teacher/Reading Coach	5/15/2018	PLC/Staff Development	N/A
Differentiate classroom instruction based on Formative Assessments data. Continue implementation of progress monitoring calendar to realign instruction based on students' needs and mastery of standard.	Classroom Teacher	5/15/2018	PLC's	N/A

School Improvement Plan (SIP)

School Name Pembroke Pines ES (1221)

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
PPE PLC	Wednesday		9/27/2017 - 5/24/2018	2:20 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
KG	95	9.00	2.00	10.00	10.00	10.00
1	113	8.00	3.50		31.30	4.40
2	104	9.60	2.90		26.00	5.80
3	111	12.60	1.80		22.10	8.10
4	116	8.60	3.40		32.00	3.40
5	101	6.90	5.90		39.10	5.90

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

- Track student attendance mid and end of each quarter - see attendance plan.
- RTI meetings held mid and end of each quarter to discuss those students with multiple warning indicators.
- RTI provided to all students with level 1 in ELA and math that are not ESE or ESOL.
- Data tracked for all Tier 1 and RTI interventions for all lowest quartile students.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Tuesday Wednesday Thursday Friday	2nd	10/9/2017 - 6/30/2017	8:00 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

School staff and community will meet regularly to improve these areas, such as:

- Monthly SAC and SAF meetings, including Title 1
- Monthly Faculty Meetings
- Monthly Grade Level Team Meetings
- Monthly PLC's
- Quarterly Professional Development (inservice for teachers)
- Quarterly RTI meetings
- Quarterly PTA General Meetings
- Annual ESE meetings

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_201718.pdf	October	None	10/27/2017
October_SAC_SAF.pdf	October	None	10/25/2017
1221_SAF_ByLaws_201718.pdf	October	SAF ByLaws	10/25/2017
1221_SAC_ByLaws_201718.pdf	October	SAC ByLaws	10/25/2017
PPE_Self-Assessment_17-18.pdf	October	None	10/23/2017
saf-calendar.pdf	October	None	10/18/2017
sac-calendar.pdf	October	None	10/18/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	362	109 of 205	1	68	136

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?

Florida Standards are used while teams plan their curriculum. Test specs and content limits are used to ensure that all necessary concepts are taught to completion. This is evidenced through lesson plan documentation and standards-based assessments.

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

Teachers are provided with a variety of informational texts for their classroom libraries to support instruction. Additionally, the students can access Newela, ReadWorks, ThinkCentral, Scholastic News, and Discovery Education Online.

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?

Pembroke Pines Elementary School is focused on increasing our overall percentage of proficient readers. This can be evidenced by student's growth in 4th and 5th grade using FSA.

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

BEST Practice #1 - Response to Interventions (RTI)

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

Our school has received additional training in the RTI process, BASIS, and academic standards in order to identify students needing RTI, provide the correct intervention program, implement the intervention with fidelity, and monitor student's performance data. We have also updated our intervention materials and assessments. The CPST team meets with teachers every 6 weeks to discuss each student's progress.

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.

With our RTI process, students level of interventions showed gains in phonics and fluency, as well as basic math computation skills. Meeting every six weeks with the CPST and teacher provided us the opportunity to monitor our student's levels of performance. Team Leaders also met quarterly to discuss BAS data and posted results in our Data Chat room.

By June 2018, we will have 61% of our 3rd-5th grade students meet or exceed their FSA reading proficiency standards.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Teachers share innovating best practices at faculty meetings, staff attending sub-cadre meetings share out with staff, team leaders share best practices from release days	April Schentrup	5/15/2018		
Send consistent (minimum of weekly) Parent Links, invite parents to frequent school events (at least 2 per month offered at a variety of times throughout the day/evening), FACE Bulletin Board resources	April Schentrup	5/15/2018		
Early identification through PMP criteria, provide specific interventions and small group support and meet regularly with CPS Team to discuss.	Hillary Stevens	5/15/2018		
PLCs and team meetings will be clearly separated and a member of support/administration will attend the meetings.	Amadis Esquivel	5/15/2018		

School Improvement Plan (SIP)

School Name West Hollywood ES (0161)

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
To Be Determined Based on Data	Thursday		5/31/2018 - 5/31/2018	2:25 PM - 3:10 PM	5
To Be Determined Based on Data	Wednesday		5/30/2018 - 5/30/2018	2:25 PM - 3:10 PM	4
To Be Determined Based on Data	Tuesday		5/29/2018 - 5/29/2018	2:25 PM - 2:25 PM	3
To Be Determined Based on Data	Wednesday		5/24/2018 - 5/24/2018	2:25 PM - 3:10 PM	2
To Be Determined Based on Data	Wednesday		5/23/2018 - 5/23/2018	2:25 PM - 3:10 PM	1
To Be Determined Based on Data	Tuesday		5/22/2018 - 5/22/2018	2:25 PM - 3:10 PM	K
To Be Determined Based on Data	Thursday		5/10/2018 - 5/10/2018	2:25 PM - 3:10 PM	2

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
To Be Determined Based on Data	Wednesday		5/9/2018 - 5/9/2018	2:25 PM - 3:10 PM	1
To Be Determined Based on Data	Tuesday		5/8/2018 - 5/8/2018	2:25 PM - 3:10 PM	K
To Be Determined Based on Data	Thursday		5/3/2018 - 5/3/2018	2:25 PM - 3:10 PM	5
To Be Determined Based on Data	Wednesday		5/2/2018 - 5/2/2018	2:25 PM - 3:10 PM	4
To Be Determined Based on Data	Tuesday		5/1/2018 - 5/1/2018	2:25 PM - 3:10 PM	3
To Be Determined Based on Data	Thursday		4/26/2018 - 4/6/2018	-	2
To Be Determined Based on Data	Wednesday		4/25/2018 - 4/25/2018	2:25 PM - 3:10 PM	1
To Be Determined Based on Data	Tuesday		4/24/2018 - 4/24/2018	2:25 PM - 3:10 PM	K
To Be Determined Based on Data	Thursday		4/19/2018 - 4/19/2018	2:25 PM - 3:10 PM	5
To Be Determined Based on Data	Wednesday		4/18/2018 - 4/18/2018	2:25 PM - 3:10 PM	4
To Be Determined Based on Data	Tuesday		4/17/2018 - 4/17/2018	2:25 PM - 3:10 PM	3
Data Carousel	Thursday		4/12/2018 - 4/20/2018	2:25 PM - 3:10 PM	2

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Data Carousel	Wednesday		4/11/2018 - 4/11/2018	2:25 PM - 3:10 PM	1
Data Carousel	Tuesday		4/10/2018 - 4/10/2018	2:25 PM - 3:10 PM	K
Math To Be Determined Based on Data	Thursday		3/22/2018 - 3/22/2018	2:25 PM - 3:10 PM	2
Math To Be Determined Based on Data	Wednesday		3/21/2018 - 3/21/2018	2:25 PM - 3:10 PM	1
Math To Be Determined Based on Data	Tuesday		3/20/2018 - 3/20/2018	2:25 PM - 3:10 PM	K
Guided Reading	Monday Tuesday		3/12/2018 - 3/13/2018	2:25 PM - 3:10 PM	K, 1, 2, 3, 4, 5
Math To Be Determined Based on Data	Thursday		3/8/2018 - 3/8/2018	2:25 PM - 3:10 PM	5
Math To Be Determined Based on Data	Wednesday		3/7/2018 - 3/7/2018	2:25 PM - 3:10 PM	4
Math To Be Determined Based on Data	Tuesday		3/6/2018 - 3/6/2018	2:25 PM - 3:10 PM	3
To Be Determined Based on Data	Thursday		3/1/2018 - 3/1/2018	2:25 PM - 3:10 PM	2
To Be Determined Based on Data	Wednesday		2/28/2018 - 2/28/2018	2:25 PM - 3:10 PM	1
To Be Determined Based on Data	Tuesday		2/27/2018 - 2/27/2018	2:25 PM - 3:10 PM	K

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Guided Reading	Tuesday Wednesday		2/13/2018 - 2/14/2018	-	K, 1, 2, 3, 4, 5
BAS Carousel	Thursday		2/8/2018 - 2/8/2018	2:25 PM - 3:10 PM	5
BAS Carousel	Wednesday		2/7/2018 - 2/7/2018	2:25 PM - 3:10 PM	4
BAS Carousel	Tuesday		2/6/2018 - 2/6/2018	2:25 PM - 2:25 PM	3
BAS Carousel	Thursday		2/12/2018 - 2/12/2018	2:25 PM - 3:10 PM	2
BAS Carousel	Thursday		2/12/2018 - 2/12/2018	2:25 PM - 3:10 PM	2
BAS Carousel	Wednesday		1/31/2018 - 1/31/2018	2:25 PM - 3:10 PM	1
BAS Carousel	Tuesday		1/30/2018 - 1/30/2018	2:25 PM - 3:10 PM	K
Shared Reading	Thursday		1/25/2018 - 12/5/2018	2:25 PM - 3:10 PM	5
Shared Reading	Wednesday		1/24/2017 - 1/24/2017	2:25 PM - 3:10 PM	5
Shared Reading	Tuesday		1/23/2018 - 1/23/2018	2:25 PM - 3:10 PM	3
Shared Reading	Thursday		1/18/2018 - 1/18/2018	2:25 PM - 3:10 PM	

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Shared Reading	Wednesday		1/17/2017 - 1/17/2017	2:25 PM - 3:10 PM	1
Shared Reading	Tuesday		1/16/2017 - 1/16/2017	2:25 PM - 3:10 PM	K
Guided Reading	Wednesday		1/10/2018 - 1/1/2018	-	K, 1, 2, 3, 4, 5
Data Carousel	Thursday		12/21/2017 - 12/21/2017	2:25 PM - 3:10 PM	5
Data Carousel	Wednesday		12/20/2017 - 12/20/2017	2:25 PM - 3:10 PM	4
Data Carousel	Tuesday		12/19/2017 - 12/19/2017	2:25 PM - 3:10 PM	3
Guided Reading	Tuesday Wednesday		12/11/2017 - 12/13/2017	-	K, 1, 2, 3, 4, 5
Guided Math Workshop	Thursday		12/7/2017 - 12/7/2017	2:25 PM - 3:10 PM	5
Guided Math Workshop	Wednesday		12/6/2017 - 12/6/2017	2:25 PM - 3:10 PM	2
Guided Math Workshop	Tuesday		12/5/2017 - 12/5/2017	2:25 PM - 3:10 PM	1
Guided Math Workshop	Wednesday		11/29/2017 - 11/29/2017	2:25 PM - 3:10 PM	3
Guided Math Workshop	Tuesday		11/28/2017 - 11/28/2017	2:25 PM - 3:10 PM	K

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Guided Math Workshop	Thursday		11/16/2017 - 11/16/2017	2:25 PM - 3:10 PM	2
Interactive Read Alouds	Wednesday		11/15/2017 - 11/15/2017	2:25 PM - 2:25 PM	3
Interactive Read Alouds	Tuesday		11/14/2017 - 11/14/2017	2:25 PM - 3:10 PM	K
Data Workshop	Tuesday		11/14/2017 - 11/14/2017	-	3, 4, 5
Interactive Read Alouds	Thursday		11/9/2017 - 11/9/2017	2:25 PM - 3:10 PM	9
Interactive Read Alouds	Wednesday		11/8/2017 - 11/8/2017	2:25 PM - 3:10 PM	4
Interactive Read Alouds	Tuesday		11/7/2017 - 11/7/2017	2:25 PM - 3:01 PM	1
Interactive Read Alouds	Thursday		11/2/2017 - 11/2/2017	2:25 PM - 2:25 PM	2
Data Carousel	Wednesday		11/12/2017 - 11/12/2017	2:25 PM - 3:10 PM	3
BAS Carousel	Wednesday		10/25/2017 - 10/25/2017	2:25 PM - 3:10 PM	3
BAS Carousel	Tuesday		10/24/2017 - 10/24/2017	2:25 PM - 3:10 PM	4
BAS Carousel	Thursday		10/19/2017 - 10/19/2017	2:25 PM - 3:10 PM	5

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
BAS Carousel	Tuesday		10/17/2017 - 10/17/2017	2:25 PM - 3:10 PM	1
Guided Reading	Thursday Friday		10/12/2017 - 10/13/2017	-	K, 1, 2, 3, 4, 5
BAS Carousel	Thursday		10/5/2017 - 10/5/2017	2:25 PM - 3:10 PM	2
BAS Carousel	Tuesday		10/3/2017 - 10/3/2017	2:25 PM - 3:10 PM	K
Guided Reading	Tuesday		9/27/2017 - 9/27/2017	-	2, 3, 4
Guided Reading	Tuesday		9/26/2017 - 9/26/2017	-	K, 1, 5
Meet Your Class	Thursday		8/19/2017 - 8/19/2017	2:25 PM - 3:10 PM	2
Meet Your Class	Wednesday		8/18/2017 - 8/18/2017	2:25 PM - 3:25 PM	3
Meet Your Class	Tuesday		8/17/2017 - 8/17/2017	2:25 PM - 3:10 PM	4
Meet Your Class	Monday		8/16/2017 - 8/16/2017	2:25 PM - 3:10 PM	5

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	76	26.30	2.60		17.50	6.60
1	73	20.50	6.80		23.10	11.00
2	106	17.90	1.90		21.10	4.70
3	106	12.30	7.50		47.10	10.40
4	88	15.90	3.40		42.50	9.10
5	102	11.80	2.00		41.30	4.90

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

West Hollywood Elementary (WHE) utilizes several assessments to to progress monitor students academic levels. In English Language Arts (ELA), WHE uses BSA to determine the students' reading level along with iReady Diagnostics, iReady Standards Mastery and Associate Curriculum ELA Coach. WHE further utilizes a Word Inventory to determine the students present level of phonics. WHE teachers utilize guided reading to provide ELA instruction along with iReady manuals, Journeys, Document Based Questioning (DBQ), and the Level Literacy to provide instruction. If a student is below level, assessments are administered to determine the area of reading the student will need an intervention. Depending on the need, the interventions can include Level Literacy Intervention, Wilson Foundations, Phonics for Reading, iReady LAFS, Six Minute Solutions, and

Write-in Readers. The interventions are monitored by the Literacy Coach and the lead interventionist. Administration will also monitor implementation during walkthroughs, informals, and formal observations. They will also monitor artifacts by participating in the RtI meetings. WHE utilize a pacing guide to teach the genres of writing, and provide assessments to analyze as a team and to determine next steps of instruction, interventions, and enrichment. Science and Social studies is intergrated into the ELA lessons, and Kindergarten to fourth grade provide monthly science labs to further investigate the standards in the instructional cycle. Fifth grade conducts weekly science labs.

In Mathematics, teachers administer the Pre-requite tests and the Beginning of Year Assessment. The district pacing guide is utilize to provide core instruction. If students are struggling on assessments, the student recieves interventions. Curriculum Coach Mathematics, iReady Math lessons, and Support Coach is used for intervention. Administration will also monitor implementation during walkthroughs, informals, and formal observations. They will also monitor artifacts by participating in the RtI meetings.

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

Teaching and Assessing for Learning	3.58
Resources and Support Systems	3.14
Using Results for Continuous Improvement	3.2

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

Based on the results from the ASSIST Self-Assessment, West Hollywood Elementary will be working on improving the areas of Resources and Support Systems and Using Results for Continuous Improvement. The activities to help increase our ratings in the area of Resources and Support Systems will be working with the school Leadership Team to identify new community and business partners, continue collaboration with United Way Reading Pals, Hispanic Unity, Active Community Health Center, and Latino's in Action. We will further work on increasing the SAC and SAF membership by restructuring the meeting dates and time. In the area of Using Results for Continuous Improvements, we will review school data during Professional Development Communities (PLC) and reformatting PLC's to align with standards to build comprehension standards. Teachers will further receive PLC training in Guided Reading and differentiated centers, which include administration of running records and word study inventories. The teachers will further learn how to analyze these assessment and develop guided reading lesson plans. Administration along with the literacy coach will observe implementation and provide support when needed. In mathematics, the math coach will provide PLC training in small group instruction and differentiated centers. The math coach will provide assistance to teachers when needed. There is an instructional focus calendar for core subjects and assessment calendar to aide in the review and analysis of common assessment. The assessments are reviewed in data chats to determine trends, patterns, and develop/alter plans.

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
WHE_June2017_Minutes.pdf	October	Developed	11/1/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAF-ByLaws.pdf	October	SAF ByLaws	10/27/2017
WHE-SAF-October.pdf	October	SAF ByLaws	10/27/2017
WHE-SAC-October.pdf	October	SAC ByLaws	10/27/2017
0161_WHE_SAFBylaws_2018.pdf	October	None	10/23/2017
WestHollywoodElementary_SACByLaws_2018.pdf	October	SAC ByLaws	10/22/2017
WestHollywoodElem_SAC_SAF_Meetings_2018.pdf	October	None	10/21/2017
WestHollywood_CommitteeMembership_2018.pdf	October	None	10/21/2017
WestHollywoodElemSelfAssessment_2018.pdf	October	None	10/21/2017

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	359	378 of 801	-359	79	158

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 utilize Florida Standards and stem-questions to ensure the instruction is grade-level appropriate. It is evident in guided reading plans, lesson plans in all content, and in the assessments given in the classroom. Common assessments are further administered monthly and quarterly monitor, analyze and make instruction decisions in the classroom that includes enrichment and remediation. The data is also used to determine which students are in need of Response to Intervention.

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?

West Hollywood Elementary has a level literacy library that included information text.

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

West Hollywood Elementary decreased proficiency on the English Language Arts (ELA) Florida Standards Assessment (FSA) in 2017 by 3%. Although there was a minimal decline in ELA FSA proficiency, it increased 5% in ELA FSA learning gains and 18% increase in learning gains. Currently WHE ranks 9 in SES Band 1. The focus is to increase WHE ELA FSA proficiency to 42%, learning gains to 56%, and lowest quartile to 56% as evidenced in the 2018 ELA FSA.

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

West Hollywood Elementary will implement Best Practice 1 Curriculum, Assessment, Remediation, and Enrichment and Best Practice 2 Response to Intervention. The teachers will receive professional development in Guided Reading. They will learn how to administer and analyze running records and word study inventories to develop lesson plans that will target differentiated instruction in the areas of remediation and enrichment. Teachers will also refer students below level to the Response to Intervention team. A school-based decision tree will be administered to determine the area of deficit and implement a Tier 2 and/or Tier 3. intervention to help decrease the learning gap.

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

West Hollywood Elementary will implement Best Practice 1 Curriculum, Assessment, Remediation, and Enrichment and Best Practice 2 Response to Intervention. The teachers will receive professional development

in Guided Reading. They will learn how to administer and analyze running records and word study inventories to develop lesson plans that will target differentiated instruction in the areas of remediation and enrichment. Teachers will also refer students below level to the Response to Intervention team. A school-based decision tree will be administered to determine the area of deficit and implement a Tier 2 and/or Tier 3 intervention to help decrease the learning gap.

5. Best Practice 1 Curriculum, Assessment, Remediation, and Enrichment Plan

1. Train teachers, interventionists, and specials teachers how to administer a BAS running record and Word Study Inventory.
2. Provide professional development on how to analyze running records and Word Study Inventory to determine target lessons in Guided Reading small group.
3. Provide professional development and coaching how to develop lesson plans for Guided Reading and how to utilize the level library.
4. Model Guided Reading small group for grade level teams and debrief as a team with coaches and consultant.
5. Monitor through classroom walkthroughs, informal and formal observations.
6. Determine effectiveness through monitoring common assessments.

Best Practice 2 Response to Intervention

1. Review student data.
2. Determine students who are below level, retained, or good caused promoted into the next level.
3. Teacher, Literacy Coach, Interventionist and Specials teacher will administer the reading decision tree to determine area in reading the deficiency.
4. Tier 2 and/or Tier 3 intervention will be implemented and monitored by the teacher and RtI team.
5. RtI team will review data and determine the design of Tier 3 intervention and/or recommendation for evaluation of a suspected disability.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Professional Development in Guided Reading	Lina Palacios, Jennifer Clinch, Alyssa Perez	6/6/2017	Guided Reading	\$28,000.00