

# School Improvement Plan (SIP)

School Name Bayview ES (0641)

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
Bayview PLC Data Teams	Wednesday	1st3rd	8/14/2017 - 5/16/2018	2:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5

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## BEST PRACTICE #2

**An Embedded High Quality RtI Process**

### RESPONSE TO INTERVENTION (RTI)

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

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

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>
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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	91	11.00				
1	103	10.70			1.10	1.00
2	95	6.30			3.50	1.10
3	125	8.00			6.90	0.80
4	104	7.70	1.00		3.20	1.00
5	102	9.80			12.10	2.00

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

In the area of Reading, we deliver the "Letter Book" to our Kindergarten students. They also receive Foundations. In First Grade, our students do Foundations, ALL and LLI. Our Second Graders, receive Phonics for Reading, Quick Reads and Super QAR, as well as double dosing in Guided Reading. Our Third graders, receive Phonics for Reading, Quick Reads and Super QAR. Fourth Grade and Fifth grade uses Phonics for Reading, REWARDS, Quick Reads, Super QAR, Achieve 3000 and double dosing in Guided Reading.

### **RtI Team Meeting Schedule**

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	9/12/2017 - 5/22/2018	8:00 AM - 3:00 PM

## BEST PRACTICE #3

### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.33
Governance and Leadership	3.5
Teaching and Assessing for Learning	3.08
Resources and Support Systems	3.71
Using Results for Continuous Improvement	3.2
<p><b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b></p> <p>The school has identified PLC facilitators at every grade level. The focus for our PLC's will be to increase ELA by creating DATA Teams to identify areas of weakness in ELA. Each team will identify and share successful teaching strategies. Common assessments will also be developed and the data will be disaggregated on a monthly basis.</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
0641-SAF-Sept1718.pdf	November	A+ Funds	11/2/2017
Bayview-ES-SAC-Committee-Membership.pdf	October	None	10/25/2017
0641_1718SelfAssist.pdf	October	A+ Funds	10/18/2017
0641_SACmins_Sep29_ByLaws.pdf	September	SAC ByLaws	10/18/2017
0641_MaySACminutes-16-17.pdf	October	Monitored	10/3/2017

### BEST PRACTICE #4

#### Scaling Up BEST Practices

#### CONTINUOUS IMPROVEMENT

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

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	563	5 of 82	23	21	42

## 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?**

Based on the SES Band data, we will focus on literacy through our PLC groups. We created a Scope and Sequence aligning the curriculum with the standards. This is used to guide instruction.

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

In addition to using texts from core, supplemental, and intervention programs, we use Achieve3000, Storyworks, Time for Kids, Readworks, and ELA LAFS iReady 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?**

According to our SES Band Data and our FSA data, we will be focusing on ELA. This is the area needing the most attention.

**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?**

Bi-monthly PLC meetings will be implemented throughout the grade levels.

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

Each grade level has a PLC representative that attended a district level training on PLC's. The representatives then met as a team to train the faculty. After that, each facilitator met with their team. Additionally, teams will be asked to share best practices at faculty meetings. Classroom walkthroughs both within our school and to other schools will take place. Also, this year we have multiple support staff helping with each PLC group.

## Strategies & Activities

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<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
FSA Camps	Christina Murphey	3/20/2018		\$3,000.00
We will implement Foundations, Achieve3000, iReady (LAFS).	Christina Murphy	6/1/2017		\$3,000.00

# School Improvement Plan (SIP)

School Name Beachside Montessori Village (2041)

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
Pre-Kindergarten	Wednesday	1st3rd	10/2/2017 - 5/30/2018	8:30 AM - 9:10 AM	Pre K
K/1	Wednesday	1st3rd	10/2/2017 - 5/30/2018	1:05 PM - 2:05 PM	K, 1
2/3	Wednesday	2nd4th	10/2/2017 - 5/30/2018	9:30 AM - 10:30 AM	2, 3
4/5	Wednesday	2nd4th	10/2/2017 - 5/30/2018	10:50 AM - 11:50 AM	4, 5
Language Arts 6-8	Wednesday	1st3rd	10/2/2017 - 5/30/2018	8:30 AM - 9:10 AM	6, 7, 8
Mathematics 6-8	Wednesday	1st3rd	10/2/2017 - 5/30/2018	8:30 AM - 9:10 AM	6, 7, 8
Social Studies 6-8	Wednesday	1st3rd	10/2/2017 - 5/30/2018	8:30 AM - 9:10 AM	6, 7, 8

<b>PLC Name</b>	<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>	<b>Grade</b>
Science 6-8	Wednesday	1st3rd	10/2/2017 - 5/30/2018	8:30 AM - 9:10 AM	6, 7, 8

## **BEST PRACTICE #2**

### **An Embedded High Quality RtI Process**

#### **RESPONSE TO INTERVENTION (RTI)**

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

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

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	72	2.80			12.70	
1	76	6.60	2.60		4.50	
2	79	7.60	2.50		2.50	1.30
3	72	9.70	2.80		4.20	1.40



<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
4	86	3.50			4.70	
5	88	5.70			7.00	
6	78	2.60	7.70		2.70	2.60
7	85	8.20	4.70		1.20	
8	72	8.30	6.90		1.40	2.80

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

In order to address academic concerns in ELA and Math at BMV, the following have been implemented:

- \*A math special was created for grades K-5 to promote math fluency.
- \*An intensive reading course were created for upper school students.
- \*Students indicated as failing ELA and/or math and students scoring a Level 1 and 2 on the FSA receive extra instruction in his/her area of weakness.
- \*ELO offered to students predicted not proficient in reading and/or math as evidenced by the 2016-17 FSA as well as teacher input.
- \*Quarterly monitoring of all K-5 students' reading proficiency utilizing the school-based progress monitoring plan and common assessments.
- \*Data chats with all teachers and support staff/administration 3 times per year (aligned to the school-wide progress monitoring timeline) to target struggling students and discuss plans to remediate in the classroom and offer support outside the classroom.
- \*All students in grades kindergarten through eight not making behavioral, academic, or social progress will be referred to a grade level case manager to facilitate the RTI process.
- \*Twice a month the CPST/RTI meets to discuss student progress academically and behaviorally. Interventions available to assist in this progress are suggested, discussed, and altered.
- \*Montessori materials and hands-on manipulatives will be utilized to enhance the math and ELA curriculum.
- \*In order to provide rigor, enrichment, and remediation students in kindergarten through eighth grade will utilize the computer based programs including but not limited to RAZ Kids, Wordly Wise, IREADY, Achieve 3000, Tenmarks and Soar to Success.
- \*ELA teachers school-wide in grades two through eight are implementing the Core Connections writing strategies in order to align writing instruction with the rigor of the Language Arts Florida Standards (LAFS).

**In order to address attendance concerns at BMV, the following has been implemented:**

\*In order to positively impact student achievement, increase daily average attendance, and decrease early sign-outs, BMV has created an attendance plan in alignment with Broward County's policies and procedures.

Addressed in this plan are students with excessive absences, early sign-outs, and tardies.

\*During the 2016-2017 school year, third grade students had the largest number of students with attendance below 90%. This was an increase from the year before. However, 8th grade students attendance decreased dramatically from the 2015-2016 to 2016-2017 school year.

\*School social worker and guidance counselor are aware of students with excessive attendance concerns. They meet with parents and/or guardians in order to be proactive and offer assistance.

In order to address behavioral concerns at BMV, a school-wide behavior plan was created focusing on the Montessori values of "respect for self, respect for others, and respect for the environment." In order to involve parents in their child's growth socially, emotionally and educationally, Parent Universities addressing various topics will be presented at SAC monthly meetings.

### RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	9/19/2017 - 5/15/2018	9:30 AM - 3:30 PM

### BEST PRACTICE #3

#### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	4.0

Governance and Leadership	3.33
Teaching and Assessing for Learning	3.25
Resources and Support Systems	3.71
Using Results for Continuous Improvement	3.8

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

The weakest area is Teaching and Assessing for Learning. Our overall rating for Teaching and Assessing for Learning will improve this school year through a more organized and thorough MTSS process. Teachers will have the opportunity to meet and collaborate with the CPST twice a month to discuss any academic, social and/or any other student concerns. At this meeting, discussion will take place to ensure that students are making progress and meeting promotion criteria. The ESE Specialist also provides all members of the CPST with a summary of the discussions and each person's responsibility to follow-up and assist.

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-Agenda-October.doc	October	None	10/25/2017
saf-oct.-meeting.pdf	October	None	10/25/2017

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
SAF-Bylaws-BMV.docx	October	SAF ByLaws	10/24/2017
sac-composition.pdf	October	None	10/24/2017
SAC-meetings-2017-2018.docx	October	None	10/24/2017
2041_SAC_ByLaws-1.doc	October	SAC ByLaws	10/24/2017
OCT-SAC-attendance.pdf	October	None	10/18/2017
2041_10112017_Agenda.docx	October	None	10/18/2017
sac-may-minutes.pdf	October	Monitored	10/18/2017
201718Beachside-SelfAssessment.pdf	October	None	10/16/2017

## **BEST PRACTICE #4**

### **Scaling Up BEST Practices**

### **CONTINUOUS IMPROVEMENT**

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

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

## Goals

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

All of our Montessori materials have been correlated to the Florida standards.

All materials, other than Montessori materials, used for classroom instruction are aligned to the Florida Standards.

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

We have ordered supplemental magazines for each classroom (i.e. scholastic news).

Our bookroom is filled with an abundance of nonfiction text and nonfiction big books.

We have social studies leveled readers.

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

We chose math as the content area of focus for improving student achievement.

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

We will use the RTI process to make sure the teaching and learning are applied to specific areas of weakness based on FSA reporting categories.

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

We will administer formative assessments and use the data to formulate instruction based on areas of weakness. We will monitor progress bi-weekly in order to adjust instruction and/or remediate to meet student needs.

## Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
PLC focus on math	Grades 4 and 5	5/31/2018		

# School Improvement Plan (SIP)

School Name Bennett ES (0201)

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	2nd4th	9/25/2017 - 3/13/2018	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

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## BEST PRACTICE #2

**An Embedded High Quality RtI Process**

### RESPONSE TO INTERVENTION (RTI)

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

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

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>
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<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	54	12.20	1.60	26.50	22.50	4.10
1	49	11.50	3.20	39.30	36.80	3.10
2	61	7.80	1.60	32.10	32.10	3.20
3	63					
4	64					
5	63					

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

Intervention strategies that have been put in place to improve the academic performance of students identified by the early warning system include the following

- parent contact
- parent conferences
- letters home
- social worker, guidance counselor, and administration will provide interventions for students and their families
- LLI
- small group guided reading
- Phonics for Reading
- I-Ready
- Go Math Reteach
- Push-In support
- Manipulatives
- I-Ready Tool Box

**RtI Team Meeting Schedule**

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<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/22/2017 - 5/29/2018	8:30 AM - 2:00 PM

### **BEST PRACTICE #3**

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

#### **ACCREDITATION PROCESS**

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

<b>Self-Assessment Ratings</b>	
<b>Accreditation Standard</b>	<b>Overall Rating</b>
Purpose and Direction	2.33
Governance and Leadership	3.33
Teaching and Assessing for Learning	3.67
Resources and Support Systems	3.29
Using Results for Continuous Improvement	3.4
<p><b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b></p> <p>To increase our overall rating, Bennett Elementary will implement the following activities:</p>	

- Continuous Data Review
- Goal Setting
- Support Scheduling
- Weekly Support Sstaff meetings
- Leadership Meetings
- Include stakeholders in decision-making

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_SAFagenda10.3.2017.docx	October	None	10/30/2017
SAC_SAF.sign-in_10.3.2017.pdf	October	None	10/30/2017
SAC-Minutes-5.9.2017.docx	October	None	10/30/2017
SAF-Bylaw.docx	October	SAF ByLaws	10/30/2017
SAC_ByLaws_2018.html	October	SAC ByLaws	10/27/2017
SAC-composittion.html	October	None	10/27/2017
SAC_Meeting-Schedule.docx	October	None	10/27/2017
SAC_100317.pdf	October	None	10/27/2017

File Name	Meeting Month	Document Type	Uploaded Date
Bennett-17_18-Self-Assessment.pdf	October	None	10/25/2017

## 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	346	80 of 138	-346	88	176

### Goals

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

The school ensures that classroom instruction is aligned to grade-level Florida Standards by providing Professional Development. In order to ensure that instruction is aligned to grade-level standards, evidence is collected through I-Ready progress monitoring.

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

The school ensures students have access to informational text for each content area by using Achieve 3000.

**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 is the focus for improving student achievement, because we ranks 210 out of 218 schools in our band in reading

**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?**

Tier I curriculum through RTI will be scaled up to improve teaching and learning in order to increase performance in reading.

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

- BASIS training for teacher
- Implementation of Tier I strategies

**Strategies & Activities**

Strategies	Persons responsible	Deadline	Professional Development	Budget
The strategy is to use I-Ready LAFs books and the teacher toolkit, as well as, Fontas and Pinell Guided Reading Book Collection.	Administration and classroom teachers are responsible for the goal	6/20/2018	Professional Development will be provided through webinars and school based training	\$13, 885.91 (11,885.91 for resources and \$2.000 for professional development)

# School Improvement Plan (SIP)

School Name Chapel Trail ES (2961)

School Year 2017 - 2018

## BEST PRACTICE #1

A Focused and Authentic PLC

### PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Math, Science, Reading, Writing and Technology	Tuesday	4th	8/18/2017 - 5/29/2018	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

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## BEST PRACTICE #2

An Embedded High Quality RtI Process

### RESPONSE TO INTERVENTION (RTI)

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

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

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>
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<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	120	6.80		10.00	10.00	0.00
1	128	10.20			17.10	3.10
2	140	7.10			10.10	0.70
3	146	5.50	0.70		7.80	1.40
4	138	8.00			13.20	0.70
5	160	7.50			14.10	1.90

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

Teachers administer monthly grade level assessments to determine student mastery of standards taught. Support personnel and administration will meet monthly to review student data and discuss needed interventions and next steps. Students in need of RTI will be placed in CPST and appropriate approved interventions put in place to address student needs. Students are monitored according to RTI guidelines and referred for evaluations if necessary.

Classroom teachers differentiate instruction based on formative data and individual student 504 or IEP plans.

**RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Tuesday	1st, 3rd	9/5/2017 - 5/22/2018	8:00 AM - 1:45 PM

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## BEST PRACTICE #3

### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	3.0
Teaching and Assessing for Learning	3.17
Resources and Support Systems	2.71
Using Results for Continuous Improvement	3.0
<p><b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b></p> <p>Teachers will participate in In-House and District provided PD in the usage of school wide programs such as iReady and Newsela. Teachers will work as grade level teams to identify which standards will be taught, and identify common assessment used to determine student mastery. Administration and Support staff will be assigned to grade levels and meet with grade level teams to discuss student mastery, remediation, needed resources and best practices.</p>	

No Evidence/Artifacts

## SCHOOL ADVISORY COUNCIL (SAC)

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

### SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Meeting9-5-(Frances-K.-Blocker).docx	November	SAC ByLaws	11/3/2017
SAC-Meeting10-3.docx	October	SAC ByLaws	11/3/2017
2916-SAF-October-Agenda.docx	October	SAF ByLaws	11/3/2017
SAF-September-Agenda.docx	September	SAF ByLaws	11/3/2017
SAC-Meeting10-3.docx	October	SAC ByLaws	11/3/2017
meeting-dates.docx	November	None	11/3/2017
sign-in-sheet-October.pdf	October	SAC ByLaws	11/3/2017
sign-in-sheet-September.pdf	September	SAC ByLaws	11/3/2017
October-3-SAC-meeting.docx	October	SAC ByLaws	11/3/2017
Chapel-Trail-SAC-ByLaws.pdf	September	SAC ByLaws	11/3/2017
2961_SAF-By-Laws.docx	September	SAF ByLaws	11/3/2017
Chapel-Trail-SAC-Composition.pdf	October	None	10/30/2017



File Name	Meeting Month	Document Type	Uploaded Date
Chapel-Trail-17_18-Self-Assessment.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
7	443	66 of 125	-443	88	175

### Goals

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

Grade level teams plan together and informs administration the standards that they will be teaching the following month. Grade levels choose common assessments to measure standard mastery. Grade level teams meet monthly with administration to review student data, identify students not meeting mastery, and plan interventions.

**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?**

Chapel Trail students visit the media center weekly and are able to check out books on their level.  
?Students have access to online informational text through NewsEla, I Ready, Online Textbooks.  
?Students access informational text through subscriptions of Storyworks, Time for Kids and Scienceworks.  
?

**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?**

?Our focus will be on ELA because the number of students making annual learning gains decreased from 69% to 58%. In addition, annual learning gains for our lowest quartile in ELA decreased from 48% to 36%.

**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?**

- Small group instruction based on standard mastery.
- ?Use of DBQ in 4-5 grade to teach students to locate evidence to respond to text and organize writing .
- Adoption of Write Score program to provide feedback to teachers on the quality of student writing.
- ?Small group remediation for lowest quartile students.

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

Increased accountability through monthly data chats with administration or resource teacher to identify struggling students, plan appropriate interventions and insure standards mastery.

# School Improvement Plan (SIP)

School Name Coral Springs K-8 (2551)

School Year 2017 - 2018

## BEST PRACTICE #1

**A Focused and Authentic PLC**

### PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Literacy PLC	Tuesday		10/17/2017 - 5/22/2018	8:00 AM - 2:30 PM	Pre K, K, 1, 2, 3, 4, 5, 6, 7, 8

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## BEST PRACTICE #2

**An Embedded High Quality RtI Process**

### RESPONSE TO INTERVENTION (RTI)

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

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

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>
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Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 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	97	23.00	4.00		42.40	12.00
1	100	23.00	4.00		42.40	12.00
2	98	18.40	4.10		26.10	4.10
3	113	15.90	4.40		55.40	12.40
4	113	15.00	4.40		45.50	9.70
5	114	14.00	8.80		52.00	12.30
6	36	2.80	8.30	8.30	54.30	13.90
7	24		4.20	12.50	39.10	8.30
8	14	14.30	14.30	21.40	30.80	28.60

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

Coral Springs K-8 uses the following intervention strategies to improve the academic performance of student identified by the early warning system:

- Primary grades are using Leveled Literacy Intervention
- Push-in support from administration and specials teachers
- Academic camps
- Interventionist to work with students in the lowest quartile
- Acaletics for mathematics in grades 3-5
- iReady Toolbox
- USA Test Prep for grades 6-8
- SchoolCItY
- Differentiated Class Libraries

## RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 3rd	10/2/2017 - 6/6/2018	9:00 AM - 2:30 PM

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## BEST PRACTICE #3

### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	2.67
Governance and Leadership	3.0
Teaching and Assessing for Learning	2.92
Resources and Support Systems	2.57
Using Results for Continuous Improvement	2.6

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

We have various activities and strategies in place to increase our overall rating. These activities include but aligning curriculum planning to the SIP. The SIP reflects data collected from all stakeholders. The data collected is used to identify professional development that needs to be offered to staff to improve instructional practices. We are also working on building our parental involvement in order to align our vision for learning with the parents. We provide Parent Universities providing parents with instructional strategies for both ELA and MAFS. We are implementing a more in depth progress monitoring plan ensuring we are monitoring student data with fidelity. Additionally, we are continuing our quarterly data chats, while incorporating student data chats. We are providing opportunities for staff members to seek professional development opportunities on researched based instruction aligned to iObservation. Finally, in an effort to monitor our community involvement, we have an ongoing survey provided to the parents allowing them to rate our performance as needed. With these practices in place and a more defined focus on instruction, I am sure our rating will improve.

No Evidence/Artifacts

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

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

### **SAC Upload Center**

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
CSPREk8-1718-SAC-ByLaws.html	November	SAC ByLaws	11/1/2017
CS-PREK8-1718-SAC-AGENDA-10-5.pdf	November	Developed	11/1/2017
CS-PREK8-1718-SACSign-In-OCT-5.pdf	November	Developed	11/1/2017
CS-PREK8-SAC-MTG-MINUTES-10-5.docx	November	Developed	11/1/2017
CS-PREK-SAF-Bylaw-1718.docx	November	SAF ByLaws	11/1/2017

File Name	Meeting Month	Document Type	Uploaded Date
CS-PREK8-SAC-SAF-MTG-DATES.docx	November	None	11/1/2017
CS-PREK8-SAC-Composition-report-1718.pdf	November	None	11/1/2017
201718CoralSpringK8-Self-Assessment.pdf	October	None	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
0	N/A				

### 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?**

As a school Kindergarten through eighth grade creates yearly instructional focus calendars which are aligned to the Florida Standards. Additionally, classroom teachers uses a variety of resources to teach the Florida Standards. There are monthly curriculum meetings, PLCs, and team planning. Grade levels plan using the district's pacing guides. Administration conducts ongoing walk-throughs of classrooms using iObservation. Lesson plans are reviewed by administration.

**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?**

As a Title 1 school, the Literacy Department has provided a complete resource room that is equipped with multiple genres of text to service grades K - 5. Additionally, teachers have differentiated classroom libraries which include multiple genres of 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?**

For the 2017 - 2018 school year, our focus for improving student achievement is in the area of ELA. Our focus within ELA is not just improving the amount of students in grades 3-5 that score proficient on the FSA, but as well as improving and shrinking our lowest 25% percentile. When looking specifically at the ELA data, the trend shows that across the board our weakest area comes within the area of integrating knowledge and ideas.. As a leadership team, it was decided that this would be our school wide focus since when looking at the data ELA took the largest hit in points lost. We believed as a leadership team that having the school wide focus be ELA, it would allow for a variety of learning both at the student level and the professional level 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?**

During the 2017-2018 school year, we will have a variety of different best practices being implemented to improve teaching and learning to increase our ELA data in the SES Band. Throughout the entire school we have implemented the online program Accelerated Reader. Accelerated Reader allows students to read a variety of genres and take small assessments after each. Accelerated Reader has become a school - wide competition. Focusing still on the different technology infused programs, school-wide students use I-Ready as a way to not only catch up on standards they are low in, but teachers are also expected to assign specific lessons based on areas the child demonstrates a deficiency in reading. Being able to differentiate allows teachers to assign one standard but on the grade level that is fit for that student. Besides a variety of computer based programs to help increase performance, we are focusing our PLCs for grades 3rd - 5th in ELA. Having teachers conduct their PLC in ELA allows the teachers to see specifically where as a grade level they had theirdefecate and then grade levels are able to collaborate together to find ways to successfully implement those reading standards and strategies in the classroom for all levels.

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

Throughout the school year, there will be a variety of ways in how our BEST practices will be scaled up. First off, teachers will be expected to submit quarterly progress monitoring tests to their lowest 25% in reading through I-Ready. Teachers will additionally have quaterly data chats with their lowest 25% and continue to track their students based on their I-Ready data.

For those who attend the ELA professional development trainings, the leadership team will do walkthroughs to



see what strategies and skills have been implemented since the training.

PLC groups will be implemented focusing on a variety of ELA standards. Within the PLCs teachers will be highly encouraged to conduct coaching cycles to support the content and data discussed at the PLCs. An administrator or Coach will attend each PLC in grades 3-5, to monitor that teachers collaborate and share their best practices.

### Strategies & Activities

<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
FSA Camps	Tami	6/8/2017	Small group reading	\$6,000.00
Small group push-in support	Mrs. Tamika Phang	6/8/2018	Core Connections	\$5,000.00

# School Improvement Plan (SIP)

**School Name** Gulfstream Academy of Hallandale Beach K-8 (3931)

**School Year** 2017 - 2018

## BEST PRACTICE #1

**A Focused and Authentic PLC**

### PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Grade Level and Special Content Areas Professional Learning Communities	Wednesday	1st2nd3rd4th5th	10/4/2017 - 6/6/2018	2:15 PM - 3:00 PM	K, 1, 2, 3, 4, 5, 6, 7, 8

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## BEST PRACTICE #2

**An Embedded High Quality RtI Process**

### RESPONSE TO INTERVENTION (RTI)

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

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

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

Gulfstream Academy of Hallandale Beach K-8 uses the following strategies:

- ~ Ready Curriculum is being used as Core Curriculum in Grades 2-8
- ~ NEWSELA is being used in Grades 3-8
- ~ IReady 30- 60 minutes per week for all students in grades K-3
- ~ Reflex Math 3 days per week to progress monitor math fluency
- ~ Scholastic Book Room to provide teachers with materials to use during their guided reading groups for Grades K-5
- ~ Struggling students receive Leveled Literacy Instruction (LLI) in grades K-4
- ~ Inside Curriculum for Grades 6-8 for Reading
- ~ The Ready Tool Box Intervention is being used for Grades K-5 for Reading and Journey's Write in Readers
- ~ Teachers instruct students on their instructional level in small groups and double-dose the struggling students
- ~ Implementation of remediation in class, weekly by grade levels and departments
- ~ Afterschool and Saturday Tutoring for Grades 3-8
- ~ Behavior Plan/Contracts
- ~ Support from the guidance counseling for small groups for grief, anger management and study skills
- ~ Vocabulary.com from Grades 4-8

**RtI Team Meeting Schedule**

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Tuesday Wednesday	1st, 2nd, 3rd, 4th	10/9/2017 - 5/30/2018	8:15 AM - 1:45 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.

<b>Self-Assessment Ratings</b>
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<b>Accreditation Standard</b>	<b>Overall Rating</b>
Purpose and Direction	3.0
Governance and Leadership	3.0
Teaching and Assessing for Learning	3.08
Resources and Support Systems	3.29
Using Results for Continuous Improvement	3.0
<p><b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b></p> <p>Gulfstream Academy of Hallandale Beach will continually engage in the continuous improvement cycle to improve our standings in our SES Band. We will improve our communication with all stakeholders and the involvement of all in the process of analyzing, collecting and reflecting on data related to our purpose and vision.</p>	

No Evidence/Artifacts

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

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

### **SAC Upload Center**

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
SAC-October-26-Sign-In-for-Board.pdf	October	Monitored	10/31/2017

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
SAC-ByLaws-2017-18-(October-31st).pdf	October	SAC ByLaws	10/31/2017
SAC-Composition-Report-2017-18.pdf	October	Monitored	10/31/2017
2017-2018-Parent-Nights-Final-Draft.pdf	October	Monitored	10/28/2017
2017-2018-SAC-Title-I-Dates-Final-Draft.pdf	October	Monitored	10/28/2017
October-26-SAC-SUPER-POWER-LITERACY-NIGHT.pdf	October	Monitored	10/28/2017
SAC-October-26th-Agenda.docx	October	Developed	10/28/2017
SAC-October-5th-Minutes.docx	October	Developed	10/28/2017
SAC-October-5th-Agenda.docx	October	Developed	10/28/2017
20172018-Self-Assessment-Gulfstream-Academy.pdf	October	Monitored	10/12/2017

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## **BEST PRACTICE #4**

### **Scaling Up BEST Practices**

#### **CONTINUOUS IMPROVEMENT**

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

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

## 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?**

Gulfstream Academy of Hallandale Beach will ensure classroom instruction is aligned to grade-level Florida Standards by:

- Teachers using an Instructional Focus Calendar
- Teachers lesson plans
- I-observations
- Professional Learning Community with focus on unwrapping the standards

Gulfstream Academy of Hallandale Beach will ensure classroom instruction is aligned to grade-level Florida Standards by collecting evidence such as:

- Common Formative Assessments
- Writing samples

**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?**

Gulfstream Academy of Hallandale Beach will ensure that students will have access to informational text for each content area in a variety of mediums by:

- Utilizing classroom libraries with a variety of texts
- Having interdisciplinary lessons across all contents

**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?**

Gulfstream Academy of Hallandale Beach will focus on Literacy throughout this year. This content area was chosen because we have seen a decline in proficiency in English Language Arts and the school would like to ensure that our students are proficient in this content area and that we can bridge the achievement gap.

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

The BEST Practice that will be implemented to improve teaching and learning in order to increase performance within the SES Band is Professional Learning by the district.

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

The BEST Practice will be scaled- up by:

- having teachers take part in book clubs
- having Literacy Coaches
- 

**Strategies & Activities**

<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
Purchase TenMarks computer software program for students in grades 2-8 to meet the instructional needs of students for the Florida State Standards.	Administration and Instructional Coaches	10/26/2017	Professional Development for teachers is embedded in the purchase of TenMarks	\$8,000.00

# School Improvement Plan (SIP)

School Name Harbordale ES (0491)

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
0491 LAFS Integrated ELA 5	Tuesday	2nd4th	8/29/2017 - 5/29/2018	2:00 PM - 3:00 PM	5
0491 LAFS integrated ELA 4	Tuesday	2nd4th	8/29/2017 - 5/29/2018	2:00 PM - 3:00 PM	4
0491 LAFS integrated ELA 3	Tuesday	2nd4th	8/29/2017 - 5/29/2018	2:00 PM - 3:00 PM	3
0491 LAFS integrated ELA 2	Tuesday	2nd4th	8/29/2017 - 5/29/2018	2:00 PM - 3:00 PM	2
0491 LAFS integrated ELA K	Tuesday	2nd4th	8/29/2017 - 5/29/2018	2:00 PM - 3:00 PM	K
0491 LAFS integrated ELA 1	Tuesday	2nd4th	8/29/2017 - 5/29/2018	2:00 PM - 3:00 PM	1

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## BEST PRACTICE #2

### An Embedded High Quality RtI Process

#### RESPONSE TO INTERVENTION (RTI)

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

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

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	70	17.10			6.30	1.40
1	85	9.40	1.20		14.10	2.40
2	88	15.90			16.70	1.10
3	79	11.40	1.30		5.20	
4	91	12.10	2.20		9.30	5.50
5	78	6.40			13.50	

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

Progress Monitoring Data is collected every CARE cycle (about 4 weeks) and entered into a schoolwide google doc available on Harbordale's Sharepoint. Docs are arranged by class and subject (i.e. ELA and Math). Core instructional materials in grades 3-5 is Curriculum Associates Language Arts and Math Florida Standards (LAFS/MAFS). Supplemental and Intervention programs are taken from the Multi-Tiered System of Support (MTSS) struggling charts to ensure a research based program is selected and focus on a particular skill (i.e.

vocabulary, decoding). Programs currently in use are: Phonics for Reading, Foundations, Elements of Vocabulary, QuickReads, Great Leaps, Mountain Math, Question-Answer Relationships, Mountain Math, and Touch Math.

### 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 - 12:00 PM

### BEST PRACTICE #3

#### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.3
Governance and Leadership	3.7
Teaching and Assessing for Learning	3.1
Resources and Support Systems	3.1
Using Results for Continuous Improvement	3.2

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

Professional Learning Communities are aligned to CARE plans and Florida Standards and will continue to analyze student work each CARE cycle. Grade level teams will be given opportunities to vertically align. All stakeholders will receive ongoing training on various initiatives. We will dive further into the Benchmark Assessment System using a Literacy continuum provided by the Literacy Department. Collegial conversations will continue in order to increase the fidelity and reliability of this reading system. Technology programs, (i.e. floabulary, spelling city) have been integrated into the curriculum to prepare students for a 21st century world and keep students engaged in their learning.

No Evidence/Artifacts

### SCHOOL ADVISORY COUNCIL (SAC)

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

### SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Harbordale-ES-SAF-Bylaws.docx	November	SAF ByLaws	11/3/2017
hARBORDALE-SAC-ByLaws.pdf	November	SAC ByLaws	11/3/2017
0491-Sept-Sign-In_09-19-2017.pdf	September	Developed	11/3/2017
0491_Sept-Minutes_09.19.2017.docx	September	Developed	11/3/2017
0491_Sept-Agenda_09.19.2017.docx	September	Developed	11/3/2017
Meeting-Dates-2017-18-(1)(1).pdf	November	Developed	11/3/2017

File Name	Meeting Month	Document Type	Uploaded Date
Harbordale-Self-Assessment-17_18.pdf	October	None	10/27/2017
2017-SAC-Composition-Report.pdf	October	Monitored	10/19/2017

## BEST PRACTICE #4

### Scaling Up BEST Practices

### CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
7	478	30 of 125	-478	70	140

### Goals

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

Harbordale Elementary ensures that classroom instruction is aligned to grade level Florida Standards. An instructional focus calendar was created by each grade level team and submitted to administration in August, CARE plans are created on monthly cycles and are also submitted to administration. In addition, each Friday a progress monitoring document is due to Administration, such as reading diagnostic reports and writing prompts by every classroom teacher. LAFS and MAFS interim assessments are uploaded into google docs for each CARE cycle. At PLCs and data chats, an Analysis of Student Work (ASW) protocol is completed for reading, math, and science by every classroom teacher. These are also turned in monthly to Administration. Classroom instruction is alligned to grade-level Florida Standards using the following evidence: Benchmark Assessment System (BAS) data to drive reading instruction, 3rd - 5th grade BSA ELA and Math

Data, ELA and Math IReady Diagnostics.

LAFS and MAFS Interim Assessments, Formative Assessments, FSA-type Chapter Tests, Informal Assessments, Monthly Demand Writing Prompts and Science Fusion.

Assessment Results. Progress Monitoring Meetings are held with grade level teams on a monthly basis in order to analyze data using ASW Charts (Analyzing Student Work) to determine strengths and weaknesses of individual students.

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

At Harbordale, we use a wide variety of resources and support to assist our teachers and students to include the following:

Reading Resource Room available to all teachers containing leveled texts across all genres

Teacher Assistants assigned to classrooms to provide support and assistance

Teachers double-dose students using researched-based intervention programs aligned with their areas indicated below grade level

ESOL Support for ELL students

Vocabulary Words of the Week

School-wide Accelerated Reader Program with student incentives for success throughout the year

Scholastic News and Science Weekly are integrated into the Literacy Block to provide additional access to informational text in K - 5

Volunteers working with selected to provide additional reading practice

Classrooms are equipped with technology to include Recordex, Promethean Boards, iPads, Laptops

Harbordale Elementary supplements the curriculum with technology resources available to every student.

Grades 4 and 5 are completely Digital and use CANVAS, NEWSELA, and FloCubulary. Informational text is also available to all teachers in our Reading Resource Room, Scholastic News and Science Weekly. Grades 3-5 utilize NEWSELA, while Grades K-2 use RAZ kids for additional literacy resources. Our parent group has a program called Adopt a Class where \$250 is donated to classroom teachers for them to purchase additional materials for their classrooms.

**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?**

Harbordale Elementary reached its goal of reaching an A grade; however, we are focused on continual growth for all students. By June 2018, the percentage of students in grades 3-5 scoring proficient or higher in English Language Arts will increase from 81% to at least 83% proficiency (Level 3 and above) by June 2018 as measured by the English Language Arts Florida Standards Assessment and from 82% to at least 84% as measured by the Math Florida Standards Assessment. In analyzing our specific data closer, our main focus is to continue our improvement in making learning gains with our lowest quartile students in both ELA and Math. The percentage of lowest quartile students making learning gains will increase from 51% to at least 53% in ELA and from 61% to at least 63% in Math. While we made improvements in ELA (48% to 51%) and Math (34% to 62%), we feel we must continue on this upward trend to reach our overall goals.

**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: Authentic PLC's with a focus on curriculum, assessment, remediation and enrichment. PLCs will be scaled-up to improve teaching and learning in order to increase performance within the SES Band.

This year we have formed 4 vertically aligned PLCs to allow consistency, skills that are built upon, analyzing student work and the sharing of best practices. The PLCs are as follows: ELA Reading, ELA Writing, Math and Science. Writing opportunities will be used throughout all curriculum areas to allow students to critically think, process and analyze their own work.

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

PLCs will focus on analysis of student work and sharing of best research-based practices in academics and social emotional/behavior. The increased focus on Growth Mindset and ongoing progress monitoring in behavior will help us reach our goals and beyond, especially with students who are at-risk based on the Early Warning Indicator system in BASIS. Additionally, PLCs will focus on the use of data, vertical alignment, and sharing research-based best practices as a means of continuous improvement. This year we will emphasize analyzing student work as an integral part of the PLC process. This data will be used to identify strengths and weakness of students, teachers and school. Strengths identified will be shared out as best practices and integrated throughout the school. We also are focusing on building capacity and teacher leadership throughout the school. Team planning on a weekly basis allows opportunities for teachers to learn and grow from their highly-skilled colleagues.

**Strategies & Activities**

Strategies	Persons responsible	Deadline	Professional Development	Budget
Math Fact Fluency via technology; additional practice aligned to standards from ten marks and online text books; math curriculum has been aligned to Guidance Documents from the District; Spiral Review with Mountain Math; Small Group Instruction/Multi-sensory Centers aligned to standards/test specs, STEM Special	Classroom Teachers (team Leaders - Joni Taylor, 5th; Kelly Zacharias, 4th; Mary Chee, 3rd; Riva Trowbridge, 2nd; Aubrey Maddox, 1st; Sabrina Edler, K) & Literacy Coach/RtI Coordinator Cari Rodriguez	5/30/2017	Vertical Alignment PLC in Math, Grade Level Unwrapping the standards using Guidance documents with support from the District; Ten Marks, Mountain Math, Flocabulary	\$1,000.00

Strategies	Persons responsible	Deadline	Professional Development	Budget
<p>Teacher Assistants assigned to classrooms to provide support and assistance; Teachers double-dose students using researched-based intervention programs aligned with their areas indicated below grade level; ESOL Support for ELL students; School-wide engagement in Vocabulary through initiatives such as Word of the Week; School-wide Accelerated Reader Program with student incentives for success throughout the year (i.e. 100-point club, monthly celebrations, weekly classroom banner competition; Volunteers working with identified students to provide additional reading practice</p>	<p>Classroom Teachers (team Leaders - Joni Taylor, 5th; Kelly Zacharias, 4th; Mary Chee, 3rd; Riva Trowbridge, 2nd; Aubrey Maddox, 1st; Sabrina Edler, K) &amp; Literacy Coach/RtI Coordinator Cari Rodriguez</p>	<p>5/30/2017</p>	<p>Grade Level PLCs (0491 ELA); Vertical Alignment in Reading, Writing, Math, and Science; Benchmark Assessment System (BAS), Analysis of Student Work (ASW); Technology for enrichment/supplement curriculum, such as RAZ Kids, NEWS ELA, Spelling City, Flocabulary</p>	<p>\$1,000</p>

# School Improvement Plan (SIP)

School Name Hawkes Bluff ES (3131)

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/3131	Tuesday Thursday	2nd3rd4th	9/12/2017 - 5/31/2018	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

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## BEST PRACTICE #2

An Embedded High Quality RtI Process

### RESPONSE TO INTERVENTION (RTI)

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

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

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>
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Grade	Student Enrollment	Data For: 2016-2017 (Last updated: 8/29/2017)		% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
		% of students with attendance below 90%	% of students with 1 or more suspensions			
KG	141	9.00	4.00	10.00	10.00	2.00
1	142	5.60			4.50	
2	133	3.00			13.70	0.80
3	166	4.20			5.00	0.60
4	156	5.80	0.60		13.20	1.90
5	171	8.20			9.80	0.60

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

The early warning system is identified in BASIS (attendance, mobility, FRL,). Intervention strategies used are Direct Instruction, Differentiated Instruction, ESOL/ESE/IEP accommodations, Technology programs, teacher modeling, data chats, team and individual behavior plans, agenda book, and small group instruction.

### **RtI Team Meeting Schedule**

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 4th	8/29/2017 - 5/22/2018	7:45 AM - 3:00 PM
Tuesday	1st, 3rd	8/29/2017 - 6/22/2018	7:45 AM - 2:15 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	4.0
Teaching and Assessing for Learning	3.92
Resources and Support Systems	3.57
Using Results for Continuous Improvement	2.8
<p><b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b></p> <p>Hawkes Bluff Elementary will increase our overall rating with a focus on using results for Continuous Improvement. All teachers will participate in quarterly/as needed data chats to monitor student progress and adjust instructional practices as needed to meet student needs.</p>	

No Evidence/Artifacts

#### SCHOOL ADVISORY COUNCIL (SAC)

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

### SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF-Bylaw-Template.docx	October	SAF ByLaws	10/31/2017
A-plus-info.pdf	October	A+ Funds	10/27/2017
oct-agenda.pdf	October	Monitored	10/27/2017
oct-sign-in.pdf	October	A+ Funds	10/27/2017
SAC-Minutes-10-24-17.docx	October	A+ Funds	10/27/2017
HBESAC_SAFMeetingDates.pdf	October	None	10/23/2017
DIAGNOSTIC.pdf	October	None	10/23/2017
SAC-ByLaws17.18.pdf	October	SAC ByLaws	10/12/2017
Committee-Membership.pdf	September	Monitored	10/12/2017
aug.sac.pdf	August	Monitored	10/12/2017

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### BEST PRACTICE #4

#### Scaling Up BEST Practices

## CONTINUOUS IMPROVEMENT

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

<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
8	472	47 of 116	-472	55	110

### Goals

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

Grade levels plan together to align their curriculum to the standards.

I-Ready reports, teachers checklists and quarterly data chats will ensure that classroom instruction is aligned to grade level standards.

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

Teachers use a variety of mediums for example; I-Ready, Matific, Story Works, Read Works.org, Newsela, Time for Kids, Scholastic News, distance learning, etc.

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

Based on our ELA FSA data, 69% of the students who took the test scored a level 3 or above. Improvement in ELA will support students in the areas of Math and Science.

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

In order to increase performance we will provide supplemental reading support based on pre assessments. Teacher will participate in ELA professional development in grades K-5.

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

Teachers and support staff will assess students to determine if a supplemental program is needed in reading. Students will then be grouped based on their need and progress monitored to ensure growth. All teachers in grades K-5 will participate in a year-long ELA training to further guide their writing instruction.

**Strategies & Activities**

<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
Professional development in ELA.	Administrators and Literacy Coach	2/1/2018	Teachers will participate in professional development in ELA.	\$7,500.00
Supplemental reading groups, small guided reading group instruction, text analysis and synthesis and taking it to writing.	classroom teacher, literacy coach	5/31/2018	Core Connections ELA training, LLI training, BAS training.	

# School Improvement Plan (SIP)

School Name North Lauderdale K-8 (2231)

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
3-8 Academic PLC	Wednesday	1st2nd3rd4th5th	8/30/2017 - 4/25/2018	2:15 PM - 2:55 PM	3, 4, 5, 6, 7, 8
K-2 Academic PLC	Tuesday	1st2nd3rd4th5th	8/29/2017 - 4/24/2018	2:15 PM - 2:55 PM	K, 1, 2

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## BEST PRACTICE #2

**An Embedded High Quality RtI Process**

### RESPONSE TO INTERVENTION (RTI)

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

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

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<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	101	26.70	1.00		37.30	7.90
1	87	28.70			28.60	8.00
2	100	24.00	1.00		44.90	9.00
3	98	16.30			31.50	5.10
4	88	17.00	2.30		47.40	8.00
5	119	11.80	0.80		47.70	7.60
6	23	8.70	8.70		47.60	4.30
7	28	10.70	35.70	17.90	66.70	39.30
8	22	18.20	13.60	9.10	28.60	13.60

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

The interventions put in place directly relate to the 39% of students who were in 7th grade in 2016-2017 and displayed 2 or more Early Warning indicators. These interventions came in the format of a laser focus on the RTI Process. We implemented a weekly Pre-meeting strategy for RTI and a follow up RTI meeting on Thursdays. The schoolwide focus on the RTI Process to track attendance, Behavior and Academics, will greatly impact the instruction from teachers and overall success of students. Additionally, there was a 10% increase in level 1 students in ELA and Math in 3rd Grade to 4th Grade from 2015-2016 to 2016-2017 academic year. Again, the strategic approach to the RTI process will serve to lessen noticed deficiency.

**RtI Team Meeting Schedule**

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday Thursday	1st, 2nd, 3rd, 4th, 5th	9/5/2017 - 6/5/2018	7:30 AM - 1:55 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	2.83
Teaching and Assessing for Learning	2.92
Resources and Support Systems	2.57
Using Results for Continuous Improvement	2.6

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



Resources and support systems was the lowest indicator. To increase this area, North Lauderdale PK-8 has purchased online digital resources such as I-ready, School City, and Acaletics for students and teachers to utilize through all grade levels at school and at home. Further, funding will be established for after school tutoring camps for grades 3-8.

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
NLPre-K---8-SAC-Meeting-Dates--2017.2018.docx	November	A+ Funds	11/3/2017
SAC-Minutes-for-October-2017NLPre-K---8-.docx	October	A+ Funds	11/2/2017
NLPre-K-8-SAC-Title1-Sign-In--10.12.17.pdf	October	A+ Funds	11/2/2017
NLPre-K-8-SAC-Title-1-Open-House-9.27.17.pdf	November	A+ Funds	11/2/2017
NLPre-K-8-School-Advisory-Committee-Membership.pdf	November	None	11/2/2017
NLEPK-8_SAF-Bylaws.docx	November	SAF ByLaws	11/2/2017
2231_NLPK8_SAC-ByLaws.pdf	November	SAC ByLaws	11/2/2017
NLPre-K---8-SAC_agenda-October-2017.2018.docx	November	Monitored	11/2/2017
SAC-Minutes-for-September-2017NLPre-K---8.docx	November	Developed	11/2/2017

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
NLPre-K---8-SAC_agendaSeptember-2017.2018.docx	November	Developed	11/2/2017
201718-North-Lauderdale-PK-8-ASSIST-Self-Assessment.pdf	November	None	11/2/2017

## **BEST PRACTICE #4**

### **Scaling Up BEST Practices**

### **CONTINUOUS IMPROVEMENT**

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

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

## **Goals**

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

This is a combination of the PLC and how it ties to classroom instruction. As we lead the learning on Balanced Literacy, the coaches model, teachers present in the PLC and model. Teachers then demonstrate in their classroom. Administrators complete classroom observations with the coaches.

Teachers and coaches complete informal walkthroughs. If teachers are deficient, administration and coaches meet with teachers to create plans to fill the gap.

During PLC's teachers bring and discuss lesson plans.

Throughout the year, the district is supported by Academics to cont. adult learning with standards for teachers who need assistance.

**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 utilize classroom library (Scolastic books), IReady on line component, IReady textbooks, books from 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?**

ELA/Math is a focus because of the decline in lowest 25%, learning gains, and proficient students during the 2016-2017 school year.

Science is also an area of focus due to the decline in score by 7 points.

**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?**

Adult learning  
Student learning  
SEL  
Parent education

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

Adult Learning-fidelity with PLC's. Meet once weekly with K-2. Discuss student data, formative assessments, soft data such as SEL, attendance, family life.

Chunking of balanced literacy with staff

Student Learning -IReady progress monitoring, Ensure Balanced Literacy component is chunked throughout the year

SEL-Ensure use student data. Allow students to host data chats with parents, teachers and literacy coaches.

## Strategies & Activities

<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
ELO, ongoing progress monitoring	Administator	6/5/2018		
Weekly parent links, SAC/Academic nights, holiday activities	Mr. Breon Williams	6/5/2018		
Monitor the RTI process	Janeice Alexandre	6/5/2018	PLC on Tuesdays and Wednesdays	
Weekly PLC and participation in District trainings	Administration and instructional coaches	4/30/2018		

# School Improvement Plan (SIP)

School Name North Side ES (0041)

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
Fouth/Fifth Grade PLC	Thursday	1st3rd	8/21/2017 - 6/6/2018	3:00 PM - 4:00 PM	4, 5
Third Grade PLC	Wednesday	1st3rd	8/21/2017 - 6/6/2018	3:00 PM - 4:00 PM	3
Second Grade PLC	Tuesday	1st3rd	8/21/2017 - 6/6/2018	3:00 PM - 4:00 PM	2
First Grade PLC	Monday	1st3rd	8/21/2017 - 6/6/2018	9:00 AM - 10:00 AM	1
Kindergarten PLC	Monday	1st3rd	8/21/2017 - 6/6/2018	3:00 PM - 4:00 PM	K

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## BEST PRACTICE #2

An Embedded High Quality RtI Process

## RESPONSE TO INTERVENTION (RTI)

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

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

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	80	18.80	3.80		49.30	11.30
1	71	14.10			34.00	8.50
2	75	12.00	4.00		25.00	4.00
3	88	13.60	1.10		45.00	5.70
4	62	16.10			53.30	4.80
5	69	7.20	4.30		60.60	7.20

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

The intervention strategies that North Side will be implementing include:

- Foundations in Kindergarten and First to reinforce phonics and decoding skills.
- Innovationf For Learning computer program in Kindergarten and First Grade to reinfoce foundational standards.
- iReady computer program in ELA and Math to the needs of students at their instructional level.
- Smal group guided reading using
  - Leveled Literacy Intervention
  - iReady tool box
  - Rally--Reachig for the Standards Program

- Differentiated Centers to reinforce skills
- Acaletics math program to spiral skills
- Reflex math to master foundational computation skills

### RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 4th	9/25/2017 - 6/4/2018	8:00 AM - 2:00 PM

### BEST PRACTICE #3

#### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	3.0
Teaching and Assessing for Learning	2.83
Resources and Support Systems	2.71
Using Results for Continuous Improvement	3.0

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

North Side ES will participate in the following activities to increase the overall self-assessment ratings:

- Include all stakeholders in school improvement initiatives to support increases in student achievement
- Provide authentic professional development to teachers
- Share vision with all stakeholders
- Monitor academic progress for all students consistently and adjust instructional cycles based on data
- Ensure all instructional staff have the appropriate resources for Tier 1, Tier 2 and Tier 3 instruction

No Evidence/Artifacts

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

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

### **SAC Upload Center**

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
SACSAFmeetingdates.docx	September	None	11/3/2017
North-Side-ES-SAF-Bylaws.docx	November	SAF ByLaws	11/3/2017
Oct_Agenda_SignSheet.pdf	October	Monitored	11/3/2017
Sept_AgendaSignInSheet.pdf	September	Monitored	11/3/2017
SAC-composition.pdf	October	None	10/29/2017
North-Side-Committee-Membership.pdf	October	None	10/27/2017



<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
North-Side-Self-Assessment-1718.pdf	October	SAF ByLaws	10/27/2017
2017_2018-SAC-Bylaws.pdf	October	SAC ByLaws	10/20/2017

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## **BEST PRACTICE #4**

### **Scaling Up BEST Practices**

### **CONTINUOUS IMPROVEMENT**

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

<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
1	238	754 of 801	1	140	279

# School Improvement Plan (SIP)

School Name Nova Blanche ES (1282)

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
1282 NBF ELA/MATH PLC	Wednesday	3rd	8/30/2017 - 5/16/2018	8:30 AM - 9:30 AM	K, 1, 2, 3, 4, 5

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## BEST PRACTICE #2

**An Embedded High Quality RtI Process**

### RESPONSE TO INTERVENTION (RTI)

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

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

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>
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Grade	Student Enrollment	Data For: 2016-2017 (Last updated: 8/29/2017)		% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
		% of students with attendance below 90%	% of students with 1 or more suspensions			
KG	125	9.40	8.00	10.40	10.40	2.40
1	126	7.10			19.20	2.40
2	126	6.30			6.30	1.60
3	126	8.70	3.20		22.40	5.60
4	136	8.10	3.70		19.90	5.90
5	132	3.00	1.50		18.20	1.50

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

The school level progress monitoring data is collected weekly for 4-8 week, then the team meets to analyze the data and determine that students are progressing toward the school and district goals.

The instructional materials including core, supplemental, and intervention programs that are used to inform instruction based on students' needs are: Journeys, Phonics for Reading, iReady book and online program, Level Literacy Intervention (LLI), Strategies to Achieve Reading Success (STARS), Quick Reads, Question Answers, Reason (QAR), and Words Their Way.

The school ensures the fidelity of students not progressing towards school and district goals receiving appropriate interventions through small group instruction, IReady Teacher Tool Box Small Group Differentiation Reteach and, continuous progress monitoring, and Data Chats.

The school ensures that all classroom instruction is accessible to the full range of learners using Universal Design for Learning (UDL) principles through Professional Learning Communities and Teacher ongoing learning through workshops.

The school level progress monitoring data is collected weekly for 4-8 week, then the team meets to analyze the data and determine that students are progressing toward the school and district goals.

The instructional materials including core, supplemental, and intervention programs that are used to inform instruction based on students' needs are: Journeys, Phonics for Reading, iReady book and online program, Level Literacy Intervention (LLI), Strategies to Achieve Reading Success (STARS), Quick Reads, Question Answers, Reason (QAR), and Words Their Way.

The school ensures the fidelity of students not progressing towards school and district goals receiving appropriate interventions through small group instruction, IReady Teacher Tool Box Small Group Differentiation Reteach and, continuous progress monitoring, and Data Chats.

The school ensures that all classroom instruction is accessible to the full range of learners using Universal

Design for Learning (UDL) principles through Professional Learning Communities and Teacher ongoing learning through workshops.

### RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd	8/29/2017 - 5/22/2018	9:30 AM - 3:30 PM

### BEST PRACTICE #3

#### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.33
Governance and Leadership	3.33
Teaching and Assessing for Learning	3.67
Resources and Support Systems	3.43
Using Results for Continuous Improvement	3

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

â€œ The activities in which Nova Blanche Forman will participate in to increase our overall rating are:  
 Purpose and Direction: Professional Learning Communities, staff development. Implementing District Strategic Plan.

Governance and Leadership: Following District Strategic Plan, attend county community meetings, and implement county initiative

Teaching and Assessing Learning: Professional Learning Communities, iObservations, participation in the administration of the Broward Standards Assessment, implementation of Response to Intervention Process with fidelity, and staff trainings.

Resources and Support Systems: Teacher trainings, Multi-Tier Support System/Collaborative Problem Solving Team /Response to Intervention, Data Chats, common teacher planning, Guidance Groups, and Intervention groups

Using Results for Continuous Improvement: We will focus on areas of need such as lowest quartile students and the overall school gains in the area of Math.

No Evidence/Artifacts

**SCHOOL ADVISORY COUNCIL (SAC)**

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

**SAC Upload Center**

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
1282_10182017_1282nbfassistsselfassessment.pdf	October	None	10/27/2017
1282nbfacsacbylaws102017.pdf	October	SAC ByLaws	10/18/2017
1282nbfacsacompositionreport.pdf	October	Monitored	10/18/2017
1282nbfacsac83017.pdf	October	Monitored	10/18/2017

File Name	Meeting Month	Document Type	Uploaded Date
1282nbfsac92817.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
5	424	53 of 131	1	85	169

#### Goals

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

The school ensures classroom instruction is aligned to grade-level Florida Standards through classroom walkthroughs, Professional Learning Communities, Grade Chair Meetings, and Data Chats. The evidence that is collected to ensure that classroom instruction is aligned to grade-level standards are PLC minutes, lesson plans, and iObservation data.

**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 students have access to informational text for each content area in a variety of mediums through our school library, school reading resource room, and instructional learning systems.

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

The content areas that our school will focusing on for improving student achievement are: Math for grades 4 and 5 and ELA for 3rd grade. These areas were chosen based on results from the FSA. We need to increase our learning gains in the area of math in fourth and fifth grade. We would like all of our third graders to be proficient in ELA on the FSA.

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

The Specific BEST Practice(s) that will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band are Response to Intervention implemented with fidelity and Quality Professional Learning Communities targeting the lowest quartile students.

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

The RtI Process will be scaled-up through a beginning of the year teacher training about the RtI Process and the importance of it. Additionally, a year-long schedule was created and added to the master calendar. Teachers will implement three Tire 1 strategies prior to bringing a student up to RtI (unless it is an urgent case), Teachers will keep weekly progress monitoring data for 4-6 weeks, graph data, and share at RtI Meeting with all stakeholders. Interventions will be implemented with fidelity according to specific RtI plan for the student using research based interventions. Administration will be notified and asked to assist in the event the above is not occurring with fidelity.

Professional Learning Communities will be scaled-up

**Strategies & Activities**

Strategies	Persons responsible	Deadline	Professional Development	Budget
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<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
Professional Learning Communities, Intervention Groups, Extended Learning Opportunities, Parent Nights, Staff Development, RtI Process, and Data Chats	Leadership Team and Administration	5/25/2018	Standard Based Team Planning and FSA Grade Level Training/Planning	\$7,500.00



# School Improvement Plan (SIP)

School Name Nova Eisenhower ES (1271)

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
1271 ELA	Thursday		8/14/2017 - 5/21/2018	8:30 AM - 9:30 AM	K, 1, 2, 3, 4, 5

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## BEST PRACTICE #2

An Embedded High Quality RtI Process

### RESPONSE TO INTERVENTION (RTI)

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

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

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>
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Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	126	3.90	8.00	11.30	13.40	2.40
1	127	3.90	8.00	11.20	11.20	0.80
2	128	6.30	0.80	17.10	17.10	2.30
3	140	5.70	1.40	15.80	15.80	1.40
4	118	7.60	4.20	23.90	23.90	6.80
5	132	2.30	0.80	25.00	25.00	1.50

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

The intervention strategies will be different based on the needs of the students. The programs we currently have in place include the following:

- Phonics for Reading
- iReady
- Leveled Literacy Intervention
- Aftercare tutorials for Level 1s
- Math special for grades 3-5

We are also using small group instruction and practice FSA assessments to pinpoint specific areas of need.

We have developed our PLCs around specific standards, based on last years FSA results. Our PLCs meet for 3 hours a month, the first 2 hours are the groups meeting to discuss a specific standard, and the 3rd hour is spent in a faculty meeting where all teams share their best practice to help meet that standard.

**RtI Team Meeting Schedule**

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<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Thursday	1st, 3rd	9/7/2017 - 5/31/2018	9:30 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.

<b>Self-Assessment Ratings</b>	
<b>Accreditation Standard</b>	<b>Overall Rating</b>
Purpose and Direction	2.67
Governance and Leadership	2.67
Teaching and Assessing for Learning	2.75
Resources and Support Systems	2.86
Using Results for Continuous Improvement	2.60
<p><b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b></p> <p>Based on the results of the Self-Assessment, we will be focusing on Standard 5 - Using Results for Continuous Improvement</p>	

- Tracking Math & Reading data from FSA style formative assessments to Remediate and Enrich.
- Implementing an extra math class (as a Special) and tracking results
- Engage school community in Real-World Math & Reading Activities.
- Sharing of BEST Practices aligned to the ELA Florida Standards.

### Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
1271_FACE_Caught_Good.pdf		10/23/2017
1271_FACE_Customer_Service.pdf		10/23/2017

### 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
1271_SAC_SAF_Meetingdates2017-2018.docx	November	Monitored	11/3/2017
1271_SAC_Composition_2017-2018.pdf	October	Monitored	10/23/2017
1271_SAC_Bylaws_2017-2018.pdf	October	SAC ByLaws	10/20/2017
1271_SAF_Bylaws_2017-2018.pdf	October	SAF ByLaws	10/19/2017
1271_09182017_Agendaminutessignin.pdf	October	Monitored	10/17/2017

File Name	Meeting Month	Document Type	Uploaded Date
1271_ASSIST_2017-2018.pdf	October	Monitored	10/12/2017

## BEST PRACTICE #4

### Scaling Up BEST Practices

### CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	399	77 of 208	2	76	151

### Goals

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

Grade level teams meet weekly to analyze data and discuss to the current PLC goals aligned to the school's needs based on the last year's FSA data.

Grade levels will submit meeting minutes, time sheets, and CARE packages.

**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?**

Open library hours for students to check out books and a media resource library with videos and informational readers.

Through Single-Sign-On students have access to Clever, NewsELA, Vocabulary.com, Khan Academy, and other academic web based programs involving informational texts.

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

Based on present FSA scores, our school will be focusing on English Language Arts and Mathematics for improving student achievement.

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

- Small group instruction and/or activity center
- Administering FSA style Formative assessments
- Math special for grades 3-5 to help support daily instruction

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

- Each grade level will look at what they are doing in small group centers to make sure they support the rigorous curriculum aligned to the Florida standards.
- The FSA style formative assessments will target key standards where deficits exist
- The math special is designed to support the teachers with the math curriculum

### Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Small group instruction and/or activity center	Classroom teacher	6/1/2018	N/A	N/A
Math Specials for grades 3-5 to help support daily instruction	Math Resource Teacher	6/1/2018	N/A	N/A
Administering FSA style Formative assessments	Literacy Coach, Administration, Classroom Teacher	5/11/2018	N/A	N/A

# School Improvement Plan (SIP)

School Name Panther Run ES (3571)

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
Panther Run Elementary School Professional Learning Community	Tuesday	1st2nd3rd4th5th	8/21/2017 - 6/6/2018	2:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5

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## BEST PRACTICE #2

An Embedded High Quality RtI Process

### RESPONSE TO INTERVENTION (RTI)

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

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

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>
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Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	80	5.00			21.50	6.00
1	72	5.60			23.20	1.40
2	90	7.80			18.30	4.40
3	115	12.20			25.70	7.00
4	104	11.50			23.40	1.90
5	116	12.90			23.80	4.30

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

**Tier 1:**

In math we will use the Go Math Reteach in a small group setting to address all areas. We also use Reflex Math to address to address deficiencies in basic facts. In ELA we use Journeys Reading series in whole group and small group setting to address all areas. We use Achieve 3000, Tumblebook Library and Newsela to differentiate Tier 1 instruction according to student lexile levels. We use Smarty Ants to address phonics, fluency, and basic comprehension (K-2). We use guided reading to differentiate instruction in a small group setting. For Social Emotional Learning we use LEAPS Activities to address all areas.

**Tier 2: Small group twice a week**

In Math we use Go Math Strategic Intervention to address all areas. We also use manipulatives, videos and intensive skill instruction. In ELA we use Write-in Readers to address oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension. We also use Phonics for Reading to address deficiencies in phonics. We use Achieve 3000 to address concerns in fluency, vocabulary, comprehension and writing. We use Smarty Ants to address concerns in phonics, fluency, phonemic awareness and oral language. We use LLI (Leveled Literacy Intervention) to address all areas. We use Quick Reads to address fluency, vocabulary and comprehension. We use Foundations to address phonics, phonemic awareness, and fluency. We use Soar to Success to address concerns in oral language, phonics, fluency, vocabulary, comprehension and writing. For Social Emotional Learning we use LEAPS Activities to address all areas.

**Tier 3: Daily individual targeted support, intensive instruction using district approved intervention strategies**  
 In Math we use Go Math Intensive Intervention to address all areas. We also use manipulatives, videos and intensive skill instruction. In ELA we use Reading Tool Kit (1-3) and Literacy Tool Kit (4-5) to address oral



language, phonemic awareness, phonics, fluency, vocabulary, comprehension and writing. We also use Phonics for Reading to address deficiencies in phonics. We use Achieve 3000 to address concerns in fluency, vocabulary, comprehension and writing. We use Smarty Ants to address concerns in phonics, fluency, phonemic awareness and oral language. We use LLI (Leveled Literacy Intervention) to address all areas. We use Quick Reads to address fluency, vocabulary and comprehension. We use Foundations to address phonics, phonemic awareness, and fluency. We use Soar to Success to address concerns in oral language, phonics, fluency, vocabulary, comprehension and writing. For Social Emotional Learning we use LEAPS Activities to address all areas.

**Attendance and/or Suspension:**

Tier 1: We use LEAPS Activities to encourage positive behavior as evidenced in our School-wide Positive Behavior Plan. We also encourage and reinforce daily attendance with LEAPS activities. Tier 2: A referral to the Guidance Counselor occurs when a student receives a discipline referral in order for the student to reinforce positive behavior. A Guidance referral also occurs when there is an attendance concern that results in 5 days absent in a marking period. Sessions with the Guidance Counselor consist of either individual or small group pull-out or support. Tier 3: A Behavior Plan is developed if there continues to be a concern with behavior referrals or a lack of attendance. A Response to Intervention Referral occurs at this time along with a Social Worker Referral.

**RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Wednesday	1st, 2nd, 3rd, 4th, 5th	8/23/2017 - 6/6/2018	12:00 PM - 2:00 PM

**BEST PRACTICE #3**

**Optimal Internal/External Relationships**

**ACCREDITATION PROCESS**

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

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

Purpose and Direction	3.67
Governance and Leadership	2.83
Teaching and Assessing for Learning	3.42
Resources and Support Systems	3.29
Using Results for Continuous Improvement	3.4

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

Leaders at Panther Run Elementary School, at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning. Our documented systematic continuous improvement process includes Response to Intervention, Multi-Tiered System of Supports and student formative assessment data.

Policies support purpose and direction of the school. The school's decisions and actions are aligned toward continuous improvement. The school consistently communicates effectively with all stakeholders and is focused on improving professional practice and increasing student success. Supervision and evaluation processes are used to monitor and adjust professional practice and improve student achievement.

Teachers consistently use formative assessments to make instructional changes. Teachers bring this data to the Collaborative Problem Solving Team for additional instructional support and interventions. The CARE process is utilized regularly.

Our resources are focused on supporting the purpose and direction of the school. Instructional time is protected and a safe, clean, and healthy environment for students is given top priority. Support systems meet student needs and a high priority is given to the academic, social, and emotional needs of students.

Multiple assessment measures are used and the system regularly evaluates assessment data. Professional development has taken place regarding gathering and analyzing student data in order to improve instruction and student achievement.

No Evidence/Artifacts

**SCHOOL ADVISORY COUNCIL (SAC)**

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

Accountability Funds.

**SAC Upload Center**

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
3571)_A+Vote-Route-Sheet-1718.pdf	November	A+ Funds	11/1/2017
3571_SAC-File_Complete_102517.pdf	October	A+ Funds	10/30/2017
3571_SAC-File_Complete_92717.pdf	October	Developed	10/30/2017
3571_SAC-Coposition-_1718.pdf	October	Monitored	10/30/2017
3571_SAC-&-SAF-Meeting-Dates-17-18.pdf.pdf	October	Monitored	10/30/2017
SAF-Meeting-9-27-17.docx	October	ByLaws	10/30/2017
3571_SAF_Bylaws_1718.pdf	October	SAF ByLaws	10/30/2017
3571-PRE-SAC-ByLaws-17-18.pdf	October	SAF ByLaws	10/30/2017
Panther-Run-ES-Self-Assessment-1718.pdf	October	None	10/27/2017
3571_SAC-Minutes-with-A+-10-25-17.pdf	October	A+ Funds	10/27/2017

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**BEST PRACTICE #4**

**Scaling Up BEST Practices**

**CONTINUOUS IMPROVEMENT**

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

<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
8	441	81 of 116	2	71	141

## Goals

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

To ensure classroom instruction is aligned to grade-level Florida Standards, teachers have deconstructed the grade level standards and align their instructional delivery and activities to these standards. Teachers utilize resources from a variety of sources to challenge students to meet the rigor of each standard. Simultaneously, classroom instruction chunks each standard into digestible bites to ensure all components of each standard are taught and mastered. Instructional delivery presents itself in a variety of media, including, but not limited to, teacher directed, teacher facilitated, and student inquiry. Collaboration and open dialogue and discussion allow students to meet grade-level standards for listening and speaking as well as the academic and content area standards. A portfolio of evidence can be utilized to ensure classroom instruction is aligned to grade level standards. To begin with, weekly lesson plans document which standards in each area will serve as the focus. Within the lesson plans, instructional activities are provided to zone in on which classroom activities will meet the needs of each standard. Student work acts as another piece of evidence to demonstrate that classroom instruction is aligned to grade-level standards. Upon analysis of student work, one can see that the output of student performance meet the academic rigor of the standards. Finally, assessment also serves as evidence that grade-level standards are being taught in the classroom. For the 2017-2018 school year, Panther Run is utilizing Achieve3000 and monthly formative assessments as progress monitoring tools.

### **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 core, supplemental, and intervention programs, students visit the school's media center weekly and are provided the opportunity to check out multiple books, such as informational text aligned to content areas. Classroom teachers remain with the students during media checkout to help them in choosing texts aligned to grade-level standards and concepts covered in the content area. Furthermore, Panther Run's school web site as well as the district's single-sign on initiative provides students the opportunity to read and interact with informational texts on the computer through the use of programs such as Achieve3000 and Newsela.

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

To increase early literacy in reading and mathematics by focusing on reading and mathematics performance data analysis, professional learning communities, and best practices at our school as well as best practices at another similar elementary school with a large ESE population and Specialized Program for students with Autism Spectrum Disorder. Panther Run Elementary School ranks 81 out of 121 in our SES Band. We will also be working to identify research-based best practice instructional strategies at our school in order to increase student achievement.

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

1. Professional Learning Communities
2. Response to Intervention (RtI)
3. Performance Tasks/Formative Assessments
4. Inclusive Practices

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

1. PLCs: Each grade level team participates in Professional Learning Communities (PLCs). These groups use data to drive instruction and improve instructional strategies as well as share best practices and ideas for enrichment and remediation.
2. RtI: The Comprehensive Problem Solving Team, the Leadership Team and Administration will work together to identify research-based best practice strategies to increase student achievement. The CPS Team will utilize BASIS in order to accurately document the progress of each student brought to the team for academic or behavioral concerns. Research based interventions are recommended by the team and put into place by the teacher with fidelity, monitored closely and documented appropriately to determine if the student is making progress. The teachers continue to be coached on how to appropriately document progress in graph form. The team determines what Tier is appropriate based on the student's progress by looking at the data.
3. Performance Tasks/Formative Assessments: Grade level teams are implementing performance tasks to be administered twice quarterly. These performance tasks are analyzed as a team and will provide an early look into the complexity of student understanding of content being taught. With these tasks, teachers will be able to more thoroughly address student challenges in comprehension and application. Each grade level team participates in Professional Learning Communities (PLCs). These groups use data to drive instruction and improve instructional strategies as well as share best practices and ideas for enrichment and remediation. The leadership team and administration will work together to identify research-based best practice strategies to increase student achievement.
4. Inclusive Practices: Administrator and Student Government Representative guest readers utilizing educational reading material pertaining to persons with disabilities. Showcase of student talents on morning announcements including Students with Disabilities from the general education and self-contained classrooms. Students with Disabilities volunteer to present self-generated material regarding their disability (ie. student with Intellectual Disability presented "We are more alike than different" on morning news, Speech Impaired students presented "Sometimes I Stutter" powerpoint to classmates and select staff).

## Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Push-in and Pull-out models will be used to provide struggling students with remediation	Support Staff, Specials, VE Teacher, ESE Staff, Administration	6/6/2018		
All 5th grade students will participate in extended science special, working specifically on the scientific method and science, technology, engineering, mathematics (STEM) procedures.	5th Grade Teachers, Science Teacher, Science Committee, Mathematics Committee, Administration	6/6/2018		
Continue to improve the Response to Intervention process, ensuring all students receive necessary interventions.	Teachers, RtI/MTSS Team, Support Staff, Administration	6/6/2018		
Teachers will provide targeted instructional curriculum for all students in reading and mathematics.	Teachers, Support Staff, Administration, Literacy Committee, Mathematics Committee	6/6/2018		
Provide opportunities for parents and community members to learn about the Florida Standards through presentation and hands-on activities during Family Math Night.	Mathematics Committee, Administration	6/6/2018		
Teachers will administer performance tasks/formative assessments twice quarterly, analyzing the data to address student challenges in mathematics.	Teachers, Support Staff, Administration	6/6/2018		
Teachers will identify the Depth of Knowledge of each Florida Standard and implement the standards with fidelity in order for students to achieve the higher depth of knowledge.	Teachers, Support Staff, Administration	6/6/2018		
Teachers will participate in Professional Learning Communities to increase student achievement and improve instructional practices.	Teachers, Support Staff, Administration	6/6/2018		
Provide opportunities for teachers to share best practices to encourage creativity and hands-on learning to take place regularly in their classroom.	Professional Learning Communities, Leadership Team, Administration	6/6/2018		
Teachers will utilize Achieve 3000 and Smarty Ants to support reading instruction and increase student achievement.	Teachers, Support Staff, Administration	6/6/2018		
Teachers will differentiate instruction to meet the needs of all students and successfully implement and sustain a multi-tiered system of student support that ensures College and Career Readiness for all students.	Teachers, Support Staff, Administration	6/6/2018		

# School Improvement Plan (SIP)

School Name Perry, A.C. K-8 (1631)

School Year 2017 - 2018

## BEST PRACTICE #1

**A Focused and Authentic PLC**

### PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Grade level PD/PLC (Alternating weeks based on Grade Level)	Monday Tuesday Wednesday Thursday		9/18/2017 - 5/31/2018	2:30 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5, 6, 7, 8
			-	-	

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## BEST PRACTICE #2

**An Embedded High Quality RtI Process**

### RESPONSE TO INTERVENTION (RTI)

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

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

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	72	19.40			20.00	4.20
1	95	15.80	1.10		20.90	7.40
2	99	18.20	3.00		20.50	4.00
3	102	7.80	2.00		35.70	2.90
4	107	15.00			51.90	6.50
5	129	9.30	3.10		40.80	5.40
6	80	10.00	13.80	15.00	47.40	21.30
7	77	1.30	3.90	7.80	45.90	10.40
8	59	3.40	6.80		37.90	6.80

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

The school-level progress monitoring data is collected through the data system BASIS to identify students who are tested from previous years as the lowest percentiles. Students who were assessed in PreK are identified by their scores achieved on Battelle Developmental Inventory (BDI). Kindergarten students are identified using Burns and Row Upper and lower Case letter and sound recognition, Concepts of Print, and Benchmark Assessment System (BAS). First through second grade student indicators are derived from the Benchmark Assessment System (BAS) and Beginning of Year Assessments. Third through 8th grade students are identified based on previous years' BAS scores, FSA scores, or beginning of the year assessments. BASIS tracts students' behaviors. Each year, the classroom teacher inputs academic/behavioral data related to formal assessments and /or behavioral observations. The RtI team is responsible for entering RtI data into BASIS. RtI information is entered depending on the referral of tiered level. Interventions include using scientifically research based curriculum and district Diversity Prevention and Intervention (DPI) strategies and materials to intervene and



progress monitor behaviors. The school uses the DPI's RtI flow chart to ensure fidelity of students not progressing toward school and district goals. The school uses observation and school-wide policies to ensure that all classroom instruction is accessible to the full range of learners using Universal Design for Learning (UDL) principles that aims to develop a flexible learning environment by grouping students in collaborative and cooperative groups to facilitate individual and group learning needs.

### RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	9/18/2017 - 5/31/2018	8:00 AM - 2:45 PM

### BEST PRACTICE #3

#### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.33
Governance and Leadership	3.33
Teaching and Assessing for Learning	3.25
Resources and Support Systems	3.29

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

To improve the over all rating, Annabel C. Perry PreK-8 will provide targeted Professional Development and authentic Professional Learning Communities at each grade level to discuss student performance, provide support to teachers, and to share best practices. These strategies are aimed at improving student performances. Data chats will be utilized as a strategy to discuss, disaggregate test scores, and then use these analyses to target future instructions.

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
ACPERRYSAF2017.pdf	November	None	11/3/2017
ACPERRYSAF2017.pdf	November	None	11/3/2017
ACPERRY_SAC2017.pdf	November	None	11/3/2017
AC-Perry-1718-Self-Assessment.pdf	November	None	11/3/2017
Annabel-c.-Perry-PreK-8-SAC-Minutes-10.24.17.doc	October	A+ Funds	10/30/2017

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
Composition_Committee-Membership_Annabel-C.PerryPK8.pdf	October	A+ Funds	10/26/2017
SAC-CommitteeSignInAnnabel.C.PerryPK8_October24.2017.pdf	October	A+ Funds	10/26/2017
SAC-SignIn_October-24.2007Annabel.C.PerryPK8.pdf	October	A+ Funds	10/26/2017
SAC-Sign-In-Sheet.pdf	October	A+ Funds	10/25/2017
Annabel.C.PerryPreK8_SAF_Bylaw.docx	October	SAF ByLaws	10/25/2017
Annabel-C.-Perry-PreK8-PTA-9.26.17.doc	October	A+ Funds	10/25/2017
Annabel-C.-Perry-PreK-8_SAC_October24_Agenda.docx	October	A+ Funds	10/25/2017
SAC-ByLawsA.C.PerryPreK-8_2017_2018.pdf	October	SAC ByLaws	10/25/2017
Annabel-C.-Perry-PreK-8-SAC_SeptemberAgenda.docx	October	A+ Funds	10/17/2017
Annabel-C.-Perry-PreK-8-SAC-Minutes-9.26.17.doc	October	A+ Funds	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.

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

## 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?**

Last years goals:

- Our goal this year for Math is to increase our students proficiency performance level of 2.85 on the 2017 Florida Standards Assessment to a 3.05.
- Our goal this year for Reading is to increase our students proficiency performance level of 2.77 on the 2017 Florida Standards Assessment to a 3.0

This year goals:

- Our goal this year for Math is to increase our students' proficiency by 5 points as evident on the 2018 Florida Standards Assessment.
- Our goal this year for Reading/ELA is to increase our students' proficiency by 5 points as evidence on the 2018 Florida Standards Assessment.
- Our goal this year for Science is to increase our students' proficiency by 5 points as evidence on the 2018 Florida Standards Assessment
- Our goal this year for Civics is to increase our students' proficiency by 5 points as evidence on the 2018 Florida Standards Assessment.
- Our goal this year for Writing is to increase our students' proficiency by 5 points as evidence on the 2018 Florida Standards Assessment.

Annabel C. Perry will focus on deliberate and authentic Professional Development to focus on curriculum areas such as using the state standards when planning instructions. Professional Learning Communities will be held to discuss data and share best practices. This effort is aimed to increase overall student performance.

This school year, we will focus in content areas of reading/ELA, math, science, civics, and writing as these are all equally important in increasing the school's overall performance.

**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?**

Plans for instructions follow the schoolwide policy of using a backward design when developing lessons. Plans begin with the State standards and skills which outlines what students are expected to know by the end of a

lesson segment, unit, or school year. During each grade level's planning, teachers create learning goals and scales to facilitate teaching and learning. Evidence collected to ensure classroom instructions are aligned to grade level standards are regular classroom walk-thru's and observations using the Marzano measurement tool. In addition, Annabel C. Perry PreK-8 ensures that students have access to a plethora of informational text for each content area through many avenues. Teachers and students received books from the school and use these along with their own classroom library to support classroom lessons. Each teacher receives regular subscriptions of National Geographic/Scholastic magazines. In addition, each classroom received a new library that consists of informational and theme books. Each teacher received a "BUZZ About It" book tub that consists of informational and other supplemental material in addition to Iready curriculum books Common Core Readers. Students in grades 2-8 have access to NewsELA where students and teachers have access to current articles that are arranged by theme and also by Lexile levels. There is also an abundance of Balanced Literacy Books that teachers check-out biweekly from the book room to supplement the curriculum.

**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 Florida Standards Assessment, Annabel C. Perry PreK-8's percentage of total points went from a 43 to a 45 which kept Annabel C. Perry at a letter grade of a "C". When looking at specific instructional areas, the ELA achievement remained the same at 40%. However, the percentage of learning gains as well as the lowest 25% making gains increased from 45 to 50 and 36 to 42 respectively. This percent of increase can be attributed to authentic PLC's which focused on the CARE process. Although, Annabel C. Perry PreK-8's overall math achievement declined, there was an increase of 1% within the reporting category of the lowest 25th percentile. This can be attributed to intense remediation for those specific students. Our overall achievement in Science demonstrated an increase of 9%. This result is based on differentiated instruction by infusing science standards and concepts throughout ELA and Math blocks. As reflected in the above data, math will be a major focus since the points were lost in that area. ELA will be a second area of focus since the scores remained the same. Science had the greatest increase of 9% so plans are to replicate and also enhance strategies that led to those gains. Other subjects targeted are Civics and Writing. The overall goal for Annabel C. Perry is to increase school scores by at least 6 points from 45 to 50.

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

The BEST Practices we will scale-up to improve teaching and learning in order to increase performance are Focused and Authentic PLC and PD's at each grade level along with the Embedded High Quality RTi Process in an effort to meet the needs of our diverse population.

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

**PLC'S-SCALING UP**

- 1 1/2 hour planning per grade level

1 Mandatory Grade level PLC's and 1 PD's bi weekly (30 minutes each)  
Last year

- Our goal this year for Math is to increase our students proficiency performance level of 2.85 on the 2017 Florida Standards Assessment to a 3.05.
- Our goal this year for Reading is to increase our students proficiency performance level of 2.77 on the 2017 Florida Standards Assessment by 3.0.

This year:

Our goal for the 2017-2018 school year for Math is to increase our students proficiency by 5 points.

Our goal for the 2017-2018 school year for Reading/ELA is to increase our students proficiency by 5 points.

Our goal for the 2017-2018 school year for Civics is to increase our students proficiency by 5 points.

Our goal for the 2017-2018 school year for Science is to increase our students proficiency by 5 points.

Our goal for the 2017-2018 school year for Writing is to increase our students proficiency by 5 points.

### Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Authentic PLC's	Thomas Correll, Genevieve Leydig, Jennifer O'Neal	5/31/2018	In School PD as needed	\$4,589.00

# School Improvement Plan (SIP)

School Name Virginia Shuman Young (3321)

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
3321 ELA PLC	Tuesday	1st	10/24/2017 - 5/29/2018	8:15 AM - 9:15 AM	4, 5
3321 ELA PLC	Tuesday	1st	10/24/2017 - 5/29/2018	8:15 AM - 9:15 AM	2, 3
3321 ELA PLC	Tuesday	1st	10/24/2017 - 5/29/2018	8:15 AM - 9:15 AM	K, 1
3321 ELA PLC	Tuesday	1st	10/24/2017 - 5/29/2018	8:15 AM - 9:15 AM	Pre K

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## BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

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

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	115	10.40	1.70			0.90
1	104	10.60			4.80	2.90
2	111	5.40	0.90		8.40	
3	101	5.00			7.00	1.00
4	95	7.40			8.80	
5	99	8.10			10.30	1.00

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

As part of small group or one-on-one instruction and our Positive Behavior Intervention Plans the following are used:

Journeys Write in Reader

Phonics for Reading

Primary Phonics

Touch Math

Fundations



Montessori Materials

Quick Reads

### 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	9:45 AM - 3:00 PM

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### BEST PRACTICE #3

#### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	2.33
Governance and Leadership	3.33
Teaching and Assessing for Learning	3.67
Resources and Support Systems	3.29

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

To increase our overall rating, we plan to provide parents, staff, and other stakeholders with the awareness and understanding of the school vision and purpose for student success. The activities include: SAC meetings, SAF meetings, staff and parent trainings, effective communication through school website and other social media.

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
3321_SAC_SAF_Agenda_Minutes_10042017.doc	October	None	11/1/2017
3321_AgendaMinutesSignin_05242017.doc	November	Monitored	11/1/2017
3321_SAC_SAF_Meeting-Schedule_2017-18.doc	November	None	11/1/2017
3321_DRAFTAgendaMinutesSignIn_10042017.pdf	October	SAC ByLaws	11/1/2017
3321_SAF_Bylaws_10042017.docx	October	SAF ByLaws	11/1/2017
VSY_17_18_SAC-Committee-Membership.pdf	October	None	11/1/2017

File Name	Meeting Month	Document Type	Uploaded Date
VSY-17_18-Self-Assessment.pdf	October	Monitored	11/1/2017

## 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	474	45 of 116	1	54	108

### 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?**

- Quarterly instructional focus plan identifying which standards will be taught and assessed.
- On-going formative and summative 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?**

- Integration of content area and ELA through the use of technological resources (Newsella, Flocabulary, i-Ready, etc.)

- Media Specialist collaborating with classroom teachers on lessons that incorporate a variety of non-fiction texts, research, and other mediums
- Use of non-fiction resource such as Time for Kids and Science Weekly

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

ELA - Reading

Based on the 2016-17 FSA ELA assessments the content area that will be the focus for improving student achievement 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?**

**BEST PRACTICE #1**

**A Focused and Authentic PLC**

**BEST PRACTICE #4**

**Scaling Up BEST Practices**

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

Teachers will participate in professional learning communities aligned to the ELA continuum and Montessori curriculum where BEST practices will be shared to enhance the teaching of a balanced literacy program.

Embed high quality Rtl process will be scaled up by identifying students in need through formative and summative assessments. Identified students will receive a systematic intervention program monitored by Rtl facilitator.

**Strategies & Activities**

Strategies	Persons responsible	Deadline	Professional Development	Budget
Professional development, collaborative planning among teachers resulting in focus standards	Administration	5/30/2018	PLC Kick-Off, Leadership team reviewing expectations	

# School Improvement Plan (SIP)

School Name Wilton Manors ES (0191)

School Year 2017 - 2018

## BEST PRACTICE #1

A Focused and Authentic PLC

### PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Grade Level PLCs-Unwrapping the Standards	Monday		8/21/2017 - 5/21/2018	9:00 AM - 2:45 PM	K, 1, 2, 3, 4, 5

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## BEST PRACTICE #2

An Embedded High Quality RtI Process

### RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>
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<b>Data For: 2016-2017 (Last updated: 8/29/2017)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	99	8.00	4.00	22.70	24.20	5.00
1	100	8.00	4.00	22.70	24.20	5.00
2	111	9.90	1.80	24.20	24.20	1.80
3	121	7.40	0.80	23.70	23.70	1.70
4	91	7.70	3.30	34.10	34.10	6.60
5	93	17.20	1.10	38.80	38.80	10.80

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

**Academics**

- Teachers assess present level of student functioning in all academic areas.
- Assessment results are analyzed during data chats, PLCs, and team meetings
- Academic strategies are implemented for students who need additional support; strategies are documented on BASIS 3.0
- CPST meetings are held to discuss struggling students. Desired outcomes of the CPST meetings are to address area of concern, develop an intervention plan, determine progress monitoring procedures, and schedule a date/time to reconvene to review student response.
- Literacy and math coaches collaborates with teachers when developing and implementing academic interventions and progress monitoring procedures.

**Behavior**

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

## RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	2nd	9/11/2017 - 5/14/2018	8:30 AM - 2:30 PM

## BEST PRACTICE #3

### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	4.0
Governance and Leadership	3.67
Teaching and Assessing for Learning	3.33
Resources and Support Systems	3.43
Using Results for Continuous Improvement	3.4
<p><b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b></p>	

At Wilton Manors ES, the activities we will participate in to increase our overall rating:

- On going PLC meetings with focus on learning goals and student data
- School-wide data meetings to monitor standards/assessments
- Common/varied assessments throughout grade levels
- Effective and consistent communication, effective/prompt feedback and monitoring
- Faculty collaboration (PLCs, vertical and horizontal)
- Shared Mission - Clear focus with integration and focus of IB Stakeholders involved from various business and nonprofit organizations
- Continuous reflection of data driven instruction to include remediation and enrichment
- Consistent Morning Meetings to support School Wide Positive Behavior Plan
- Consistent means of communication (Daily folder, Parent Link, School website)
- Extended Learning Opportunities in reading for all ESOL students
- Extended Learning Opportunities in reading and math for struggling students in K-5

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
Wilton-Manors-SAC-SAF-PTA-Meeting-Dates.docx	November	None	11/3/2017
Wilton-Manors-SAF-Bylaws.docx	November	SAF ByLaws	11/3/2017
Wilton-Manors-1718-Committee-Membership.pdf	November	None	11/3/2017
Wilton-Manors-ES-201718-Self-Assessment.pdf	November	None	11/3/2017
SAC-BYLAWS-2017-2018.docx	October	SAC ByLaws	10/17/2017



<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
SAC-Minutes-9.29.17.docx	October	None	10/17/2017
SAC-Agenda-9-28-17.docx	October	None	10/17/2017
SAC-Sign-in-9-28-17.pdf	October	None	10/17/2017
PTA-SAC-SAF-Sign-in-9-28-17.pdf	October	None	10/17/2017

## **BEST PRACTICE #4**

### **Scaling Up BEST Practices**

### **CONTINUOUS IMPROVEMENT**

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

<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
4	365	137 of 208	-365	93	185

### **Goals**

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

Teachers have created instructional focus calendars aligning curriculum to standards. Students are progress monitored though the utilization of i-Ready.

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

Students have access to informational text through accessing NewsELA, Scholastic News, and a wide range of informational text in our schools resource room.

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

According to the 2016-17 ELA FSA data, 51% of 3-5th grade bottom quartile students made learning gains in ELA. By June 2018, 61% of 3-5th grade bottom quartile students will make a learning gain as measured on the ELA FSA assessment.

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

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

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

Wilton Manors Elementary

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