

School Improvement Plan (SIP)

School Name Challenger ES (3771)

School Year 2018 - 2019

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
3771-5th Grade	Friday	2nd4th	8/20/2018 - 5/31/2019	7:45 AM - 9:00 AM	5
3771-4th Grade	Wednesday	2nd4th	8/20/2018 - 5/31/2019	7:45 AM - 9:00 AM	4
3771-3rd Grade	Monday	2nd4th	8/20/2018 - 5/31/2019	7:45 AM - 9:00 AM	3
3771-2nd Grade	Friday	1st3rd	8/20/2018 - 5/31/2019	7:45 AM - 9:00 AM	2
3771-1st Grade	Wednesday	1st3rd	8/20/2018 - 5/31/2019	7:45 AM - 9:00 AM	1
3771-K	Monday	1st3rd	8/20/2018 - 5/31/2019	7:45 AM - 9:00 AM	K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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	150	18.00	1.30	0.00	26.00	7.30
01	191	16.20	1.60	0.00	33.50	8.40

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
02	163	14.10	0.00	0.00	22.10	3.70
03	149	7.40	0.00	0.00	13.40	1.30
04	178	11.80	0.60	0.00	18.00	3.90
05	198	14.60	0.50	0.00	17.20	3.00

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

Challenger's Collaborative Problem-Solving Team (CPST) utilizes Broward's Behavioral and Academic Support Information System (BASIS) to determine which students may need additional academic, behavioral or social emotional support according to the early warning indicators. The risk factors that are used as early warning indicators include test scores, attendance and suspensions. Students who have two or more of these indicators will be discussed with the CPST to review universal screening data and determine which interventions, if applicable, will be implemented to best meet the students' academic, behavioral or social emotional need.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st	10/1/2018 - 5/1/2019	9:00 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	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	

Using Results for Continuous Improvement

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
10-26-18-SAC-minutes.docx	October	A+ Funds	10/30/2018
10-26-18-SAC-composition-sign-in.pdf	October	A+ Funds	10/30/2018
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5-18-SAC-Minutes.docx	September	A+ Funds	9/25/2018
SAC-Agenda-9-21-18.docx	September	A+ Funds	9/18/2018

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	417	38 of 156	-417	73	145

Goals

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 2017-2018 FSA Math and ELA data, we will be focusing on improving our student achievement in these content area. Teachers are incorporating DOK tasks at a level 2 or 3, higher tier vocabulary, and questioning to have students boost critical thinking skills. Instructional Focus Calanders in every grade level gives teachers a directed focus for a 2-3 week period, after which, students are assessed, remediated, and enriched as determined by the data.

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?

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

- Professional development provided to teacher on Tier One strategy implementation and generating CPS referrals .
- Providing data to teachers pertaining to RTI implementation

School Improvement Plan (SIP)

School Name Challenger ES (3771)

School Year 2018 - 2019

BEST PRACTICE #1

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BEST PRACTICE #2

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No Evidence/Artifacts

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BEST PRACTICE #4

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

- Professional development provided to teacher on Tier One strategy implementation and generating CPS referrals .
- Providing data to teachers pertaining to RTI implementation

School Improvement Plan (SIP)

School Name Country Hills ES (3111)

School Year 2018 - 2019

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
3111 Science K 2018 , 3111 Science First Grade 2018, 3111 Math K/1 2018, 3111 ELA2 2018, 3111 Science 3 2018, 3111 ELA 2/3 Multi-age 2018, 3111 Reading Fourth 2018, 3111 Math 05 2018, 3111 Inclusion & Access Points ESE & Specials 2018	Tuesday Wednesday		8/8/2018 - 5/15/2019	2:10 PM - 4:30 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

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KG	127	9.40	0.00	0.00	12.60	0.80
01	136	14.00	0.00	0.00	13.20	3.70
02	149	8.10	0.00	0.00	8.70	1.30
03	164	7.90	0.00	0.00	7.90	2.40
04	147	7.50	0.00	0.00	19.00	3.40
05	151	7.90	0.00	0.00	9.90	1.30

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

Country Hills will bridge the performance gap and increase the academic performance of students identified by the early warning system, through the implementation of various intervention strategies such as LLI (daily intensive small group intensive reading program). All identified students receive small group instruction in reading, math and writing via push-in or pull out by support personnel. In addition, our students attend academic special classes that reinforce the ELA, Science standards from grades K-5.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st	8/8/2018 - 5/29/2019	8:10 AM - 2:10 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

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

No Evidence/Artifacts

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SAC Upload Center

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3111SignInSept2018.pdf	October	Developed	10/26/2018
GuestsigninSept2018.pdf	October	Developed	10/26/2018
3111-SAC-Composition-2018-2019.pdf	September	Monitored	10/18/2018
3111-SAC-Bylaws-2018.pdf	September	SAC ByLaws	10/18/2018
3111-May-Minutes-2018.pdf	May	Monitored	10/18/2018
3111SAC-agenda-September-2018-2019.pdf	September	SAC ByLaws	10/18/2018

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	444	58 of 119	-444	55	110

Goals

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?

During the 2017-2018 we were able to maintain our school grade of "A" We utilize ongoing interdisciplinary units, project-based learning, and research to integrate all content areas. In writing, we support our students as they are expected to respond appropriately to FSA style prompts by using text based documents. We use Lucy Calkins units of study writing instruction K-5 and across the content areas. Balanced literacy (read aloud, guided reading, shared reading, interactive writing, shared writing, reading workshop, writing workshop and word study) will remain a focus for improving student achievement as this is a shared culture of belief by staff members and closely tied to our school mission and vision. Differentiated instruction through the use of our extensive leveled reading resource room, Daily 5/CAFE, DRA (Developmental Reading Assessment) and the BAS (Benchmark Assessment System) will allow us to meet the individual needs of our students and will make a difference in student achievement. Although we made gains in the area of science as evidenced by our 2018 Science FCAT 2.0 scores, several grade-level teams have decided to participate in a Science based PLC especially now that we have a new science program called Stem Scopes. There will be a laser focus on the lowest 25% of students to ensure that they make adequate learning gains in reading and math.

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

To increase achievement of the lowest 25% of our students in reading and math, we will identify those students through the multi-tier RtI approach to identify and support students with learning and/or behavioral needs. We will be using researched and evidenced based programs to collect data and monitor student progress. This includes (but is not limited to) intervention programs and shared data collection resources as LLI, Journeys write-in reader, and weekly unit tests. Professional Learning Communities (PLCs) are based on the need identified by grade level teams. Each team will analyze student data and work samples to identify lessons and strategies that will remedy specific gaps and deficits at that grade level. We will continue professional development tailored to address the needs of our lowest performing students. Professional development will include the work of Hattie's effect size strategies (visible learning). In science, teachers are collaborating and engaging in vertical planning to assist in the teaching and learning process with the science specials teacher to conduct hands-on lessons and expose students to virtual labs online. In math, students will use manipulatives, small groups and CPA - concrete - pictorial - abstract style of teaching to increase student achievement.

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

Teachers will analyze student achievement levels and put interventions in place as delineated through the RtI process. Teachers will identify and discuss these students at PST meetings so that the RtI team can assist with a plan of action. The team will review and recommend the most appropriate intervention. Grade level teams will collaborate and share best practices and strategies. Student progress will be closely monitored. We will double-dose our struggling students in reading as well as have students determine their own goals and self-monitor. Teachers will continue to use conferencing practices to assist students as they self-assess their own work. Students will maintain interactive notebooks and journals to enhance their reading and writing skills through the process of scientific inquiry.

What specific school-level progress monitoring data is collected and how often?

In grades K-2nd grade, Benchmark Assessment System (BAS) data is collected every 6 weeks. In grades 3 -5 progress monitoring data is collected each semester. In math, GO Math chapter tests and quizzes are given consistently throughout the year. Progress monitoring data for each student is stored in portfolio binders that will follow the student as they progress through the grade levels.

How does the school ensure the fidelity of students not progressing towards school and district goals?

Based on Policy 6000.1 we want all our students to reach their full potential and adhere to the highest standards of quality instruction so that our students are college and career ready. Our teachers will identify struggling students and bring them to the Collaborative Problem Solving Team (CPT) meeting. Interventions are put in place to meet the needs of the students. If TIER 1 strategies are not successful, the PST will recommend alternate interventions and begin TIER 2 strategies such as small group instruction for at-risk students. After monitoring student progress and the level of support is unsuccessful, Tier 3 intensive (highly-focused strategies) will be applied.

How does the school ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

Country Hills ensures that all classroom instruction is accessible to all learners when using UDL. This is done through lesson modification which is based on a student's level and ability. To generate greater student engagement, teachers encourage their students to make connections to their own life. In addition, teachers will use a variety of teaching strategies to appeal to different learning modalities such as kinesthetic, auditory, etc. Lastly, through the use of technology, class discussions and project-based learning, students will be challenged to demonstrate their knowledge and understanding.

How does the school ensure Tier 1 Standards-Based classroom instruction is being implemented properly and effectively?

We ensure Tier 1 standards are being implemented through a balanced literacy approach. Administration and the grade level chairs work together to 1) verify lesson plans, 2) monitor team meetings where teachers share their best practices and 3) regulate PLCs by monitoring the fidelity of the CARE cycle (curriculum, assessment, remediation, enrichment). We are also given support from the Media Center regarding LAFS and we have many Reading Endorsed teachers. Theoretically, 75-80% of our children should be expected to reach successful levels of competency through Tier 1 delivery. We continue to focus on improving the achievement of our lowest performing 25% of students in our school.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

The core texts we use are leveled texts endorsed and approved by the county (i.e; Journey's reading program). For core, supplemental, & intervention texts, we have an extensive reading room, generously stocked media center - 2.5x as many books as required by law. Students visit the Media Center twice every 8 days. The Media Center contains books on a wide range of levels, students are taught the card catalog which includes electronic books and Single Sign On which includes databases and electronic encyclopedias. Classroom teachers utilize read alouds from Lucy Calkins & Social Studies.

K- 2: Balanced literacy, Lucy Calkins writing, extensive book room resources, GoMath or Origo, Journeys, STEMScopes
3-5: Journeys, leveled book room, Lucy Calkins writing, GoMath or Origo, STEMScopes

How does your school implement the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills?

We want all our students and adults to be able to recognize and manage their emotions, solve problems and establish positive relationships with others. Teachers are provided a monthly Social/Emotional Learning lesson plan, which they incorporate into their Social Studies activities. The plans include videos, lessons, activities, as well as campus-wide initiatives. Our school also implemented the Start with Hello campaign, Peace Week, and UNICEF. These school-wide events enable our students to see themselves and others in a positive light. SEL standards support our school culture and climate of allowing our students to practice life skills throughout their school experience. Start with Hello club will begin in November which will be led by two teachers. The purpose of the club is to empower our students to create a culture of inclusion at our school. Fifth graders will be trained to be CHE ambassadors who are commissioned to recognize the signs of social isolation: 1) See someone alone; 2) Reach out and help; 3) Start with hello.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

The five competencies of Social Emotional Learning - 1) Self-Awareness 2) Self-management 3) Social Awareness 4) Relationship Skills 5) Responsible Decision making. Classroom teachers incorporate SEL lessons into daily activities, and these lessons are further supported in our special classes such as Art, Media and P.E. (i.e.; taking turns/sharing, dealing with disappointment, helping each other, teamwork, growth mindset, positive quotes in daily announcements). The guidance counselors will schedule classroom visits to teach students the five competencies.

How does your school-wide policy and practices support the social emotional learning for students?

We are acutely aware of how a student's attitude and behavior can affect their performance in school and life in general. Managing emotions, working through conflicts, making good decisions and working well with others are all skills that may not be on a standardized test, but can have a significant impact on their academic success, self-esteem and overall engagement with others. Many of these skills and experiences are learned in school. We currently use the **Drops in the Bucket** positive behavior program where our K-2 students have an opportunity to eat lunch with the principal. Our 3rd - 5th graders earn the opportunity to work with a teacher of his/her choice for an hour. Every month each teacher submits 1-2 names of deserving students who display positive behavior or kindness. An additional program is Spirit Sticks - which instills a growth mindset in our students as well as rewarding them for striving to be kind, giving their best effort, and helping others. Each teacher has their own unique program (treasure box, classroom economy programs or lunch bunch) of motivating and encouraging a community of learners who are caring and kind to one another.

School Improvement Plan (SIP)

School Name Davie ES (2801)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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BEST PRACTICE #2

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BEST PRACTICE #3

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SACByLaws.docx	October	SAC ByLaws	10/18/2018
SAC-Agenda-October.doc	October	Monitored	10/18/2018
1018SignIn2.jpg	October	None	10/18/2018
1018SignIn1.jpg	October	None	10/18/2018
Godbey_SAC-Agenda-September.pdf	September	None	10/16/2018
SAC-Meeting-Dates.docx	September	None	10/16/2018
SAF-Minutes-September.docx	September	SAF ByLaws	10/9/2018
SAC-Minutes-September.docx	September	SAC ByLaws	10/9/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	361	104 of 210	-361	101	201

School Improvement Plan (SIP)

School Name Davie ES (2801)

School Year 2018 - 2019

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	Wednesday	2nd4th	9/5/2018 - 5/15/2019	2:20 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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	122	34.40	0.00	0.00	27.90	13.10
01	128	21.90	0.00	0.00	38.30	13.30
02	156	19.90	0.00	0.00	26.30	6.40
03	124	18.50	0.00	0.00	19.40	4.00
04	148	14.90	2.70	0.00	30.40	5.40
05	142	14.80	0.70	0.00	24.60	5.60

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

Country Hills will bridge the performance gap and increase the academic performance of students identified by the early warning system, through the implementation of various intervention strategies such as LLI (daily intensive small group intensive reading program). All identified students receive small group instruction in reading, math and writing via push-in or pull out by support personnel. In addition, our students attend academic special classes that reinforce the ELA, Science standards from grades K-5.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th, 5th	10/1/2018 - 5/20/2018	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	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</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
Composition-Report-2018-2019.pdf	October	None	10/25/2018
SACByLaws.docx	October	SAC ByLaws	10/18/2018
SAC-Agenda-October.doc	October	Monitored	10/18/2018
1018SignIn2.jpg	October	None	10/18/2018
1018SignIn1.jpg	October	None	10/18/2018
Godbey_SAC-Agenda-September.pdf	September	None	10/16/2018
SAC-Meeting-Dates.docx	September	None	10/16/2018
SAF-Minutes-September.docx	September	SAF ByLaws	10/9/2018
SAC-Minutes-September.docx	September	SAC ByLaws	10/9/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	361	104 of 210	-361	101	201

School Improvement Plan (SIP)

School Name Driftwood ES (0721)

School Year 2018 - 2019

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
Driftwood Elm-0721 ELA/Math	Tuesday	3rd5th	8/28/2018 - 5/14/2019	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	94	13.80	0.00	0.00	34.00	3.20
01	94	18.10	0.00	0.00	34.00	9.60
02	110	10.90	1.80	0.00	23.60	4.50
03	109	21.10	1.80	0.00	27.50	6.40
04	110	10.90	0.90	0.00	26.40	3.60
05	96	11.50	3.10	0.00	29.20	7.30

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

Country Hills will bridge the performance gap and increase the academic performance of students identified by the early warning system, through the implementation of various intervention strategies such as LLI (daily intensive small group intensive reading program). All identified students receive small group instruction in reading, math and writing via push-in or pull out by support personnel. In addition, our students attend academic special classes that reinforce the ELA, Science standards from grades K-5.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/9/2004 - 5/28/2019	8:30 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	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</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
SACMinutes_DriftwoodElm_10_11_2018.pdf	October	Monitored	10/18/2018
SAC_Guest_Signin_Driftwood_Elm_10_11_2018.pdf	October	Monitored	10/18/2018
SAC_Committee_SignIn_Driftwood_Elm_10_11_2018.pdf	October	Monitored	10/18/2018
SAC_Agenda_Driftwood_Elm_10_11_2018.pdf	October	Monitored	10/18/2018
SAC_Guest_Signin_Driftwood_Elm_09_11_2018.pdf	September	Monitored	10/18/2018
SAC_Committee_SignIn_Driftwood_Elm_09_11_2018.pdf	September	Monitored	10/18/2018
SAC_Agenda_Driftwood_Elm_09_11_2018.pdf	September	Monitored	10/18/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	302	183 of 210	-302	130	260

School Improvement Plan (SIP)

School Name Driftwood ES (0721)

School Year 2018 - 2019

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
Driftwood Elm-0721 ELA/Math	Tuesday	3rd5th	8/28/2018 - 5/14/2019	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	94	13.80	0.00	0.00	34.00	3.20
01	94	18.10	0.00	0.00	34.00	9.60
02	110	10.90	1.80	0.00	23.60	4.50
03	109	21.10	1.80	0.00	27.50	6.40
04	110	10.90	0.90	0.00	26.40	3.60
05	96	11.50	3.10	0.00	29.20	7.30

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

Country Hills will bridge the performance gap and increase the academic performance of students identified by the early warning system, through the implementation of various intervention strategies such as LLI (daily intensive small group intensive reading program). All identified students receive small group instruction in reading, math and writing via push-in or pull out by support personnel. In addition, our students attend academic special classes that reinforce the ELA, Science standards from grades K-5.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/9/2004 - 5/28/2019	8:30 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	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</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
SACMinutes_DriftwoodElm_10_11_2018.pdf	October	Monitored	10/18/2018
SAC_Guest_Signin_Driftwood_Elm_10_11_2018.pdf	October	Monitored	10/18/2018
SAC_Committee_SignIn_Driftwood_Elm_10_11_2018.pdf	October	Monitored	10/18/2018
SAC_Agenda_Driftwood_Elm_10_11_2018.pdf	October	Monitored	10/18/2018
SAC_Guest_Signin_Driftwood_Elm_09_11_2018.pdf	September	Monitored	10/18/2018
SAC_Committee_SignIn_Driftwood_Elm_09_11_2018.pdf	September	Monitored	10/18/2018
SAC_Agenda_Driftwood_Elm_09_11_2018.pdf	September	Monitored	10/18/2018

BEST PRACTICE #4**Scaling Up BEST Practices****CONTINUOUS IMPROVEMENT**

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	302	183 of 210	-302	130	260

School Improvement Plan (SIP)

School Name Eagle Ridge ES (3441)

School Year 2018 - 2019

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 PLC's	Tuesday	1st3rd	8/21/2018 - 5/14/2019	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	163	9.20	0.00	0.00	12.30	2.50
01	123	7.30	0.80	0.00	13.80	1.60
02	141	8.50	0.00	0.00	8.50	0.70
03	153	6.50	0.00	0.00	9.20	1.30
04	147	10.20	0.70	0.00	12.20	2.00
05	146	6.80	0.00	0.00	13.00	1.40

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

Based on the results of the progressing monitoring assessments (Benchmark Assessment System and Go Math Chapter Assessments) for grades K-5, we have implemented the following interventions for Math and Reading:

Teachers utilize Wilson Foundations (K-2), Guided Intensive Skill Instruction within small groups, Achieve 3000, NewsELA, Words Their Way booklets, Performance Coach Workbooks in small groups, Journey's Write-In readers, Journey's Literacy Tool Kit, Great Leaps, Phonics for Reading (K-3), Quick Reads, Touch Math, Virtual Manipulatives, Hands-On Lessons, Digital Tools Lessons, and Moving with Math.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	9/6/2018 - 5/20/2019	11:30 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-composition-FINAL-FINAL.pdf	October	Developed	11/5/2018
SAC-A-plus-Meeting-10_15_18.pdf	October	A+ Funds	10/24/2018
SAF-min.-9_17_18.docx	September	None	10/10/2018
SAF-Agenda-9_17_18.docx	September	None	10/10/2018
Updated-SAC-composition.pdf	September	Monitored	9/28/2018
SAC-Agenda-9_17_18.pdf	September	Monitored	9/28/2018
SAF-8_27_18.pdf	August	None	9/21/2018
SAC-Composition-18_19.pdf	August	Developed	9/13/2018
SAC-By-Laws-2018-2019.pdf	August	SAC ByLaws	9/13/2018
SAC-Dates-for-2018-19.docx	August	Developed	9/13/2018
2018MaySACMinutes-updated.pdf	August	Developed	9/8/2018
SAC-Agenda-8_27_18.pdf	August	Developed	9/8/2018

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	456	44 of 96	4	68	136

Goals

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 school faculty ensures that we are using Florida Standards, by creating lesson plans utilizing team planning. Our Administrators ensure that teachers are using the Florida Standards in their grade level, by using IObervation to observe the lessons the teachers are teaching. Our Leadership and Support staff ensure that students are learning the Standards by monitoring the BAS scores, and other progress monitoring assessments.

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?

Informational Text is used in our classrooms by utilizing the over 7000 Nonfiction books in our Media Center. They use trade books that are in our Reading Resource room. Students have access to Scholastic Magazines. Broward County has purchased NewsELA and Tumblebooks to enhance Nonfiction Instruction. We also purchased Achieve 3000 to use with all of our students.

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

According to our 2016-17 FSA results, 76% of students in grades 3-5 scored at or above level 3 in English Language Arts. 56% in the lowest 25%ile had reading gains as demonstrated by the 2016-17 FSA results. According to our 2016-17 FSA result Eagle Ridge Elementary scored 3rd in our SES band in learning gains for our lowest quartile in ELA with 56% showing learning gains. We chose ELA fas our target for the 2017-18 to further increase our learning gains for our lowest quartile.

What specific school-level progress monitoring data is collected and how often?

Students in our lowest quartile are also many of our Students with Disabilities, therefore we plan to target the SWD subgroup and scale up the instructional practices delivered by ESE resource teacher. The ESE specialist and Literacy Coach will work with the ESE inclusion teachers and ESE resource teachers to implement research based intervention resources to ensure significant progress within our SWD population. Progress monitoring meetings and data chats will be conducted quarterly on our lowest 25% in addition to our data chats for all Gen-Ed students.

How does the school ensure the fidelity of students not progressing towards school and district goals?

The literacy caoch and assistant principal meet with each grade level to help develop and implement a Insturctional Focus Plan that is aligned with the scope and sequence of the FSA standards in ELA, Math, and Science. Teachers are part of School Improvement Committees that meet quarterly and monitor the progress towards the school and district goals based on action steps and data.

How does the school ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

The teachers are trained on UDL annually and given multiple templates for lesson planning that include different approaches to teaching and learning.

How does the school ensure Tier 1 Standards-Based classroom instruction is being implemented properly and effectively?

The Literacy Coach and Assistant Principal review and monitor Common Formative Assessments for each curriculum area quarterly to ensure that at least 80% of the grade level is responding to Tier 1 classroom instruction. The Collaborative Problem Solving Team reviews the Tier 1 data as we progress through the Muti-Tiered System of Support model.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

K-2- Core Program is Journey's Textbooks; Supplemental Programs: leveled readers, big books, decodable books, Scholastic News and Science Spin Weekly and classroom libraries sorted by Genre and Level; SmartyAnts.com

K-2 Intervention: Wilson Foundations/ Wilson Reading, Words Their Way, and Additional leveled readers and books based on Author, Genre, Topics and Mentor texts are available in our Reading Resource Room.

3-5- Core Program Journey's Textbook. Supplemental Programs: Leveled Readers, Classroom Libraries sorted by Genre, Topic, and Level, Science A-Z, Scholastic News and Science Spin Weekly, readworks.org, NewsELA.com, and Achieve3000.

3-5 Intervention: Visualizing and Verbalizing, Wilson Reading, Phonics for Reading,

How does your school implement the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing

social and emotional skills?

Eagle Ridge Elementary integrates Social Emotional Learning into our School Wide Positive Behavior Plan, teachers teach explicit lessons that incorporate SEL skills the first 2 weeks of school and keep a lesson plan log. Lessons are reviewed and reinforced quarterly. We also participate in "No Place for Hate" program annually with 3 school-wide initiatives. We are the only elementary in Broward County to be a "No Place for Hate" school 5 years in a row as determined by the Anti-Defamation League of South Florida.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

SEL Competencies are taught through a series of lesson plans that include role-playing, brainstorming sessions, and reading literature aligned with the competencies.

How does your school-wide policy and practices support the social emotional learning for students?

We support social emotional learning by implementing a school-wide recycling club, safety patrol, Anti-bullying allies, conflict mediator club, Special Olympics, Play-Pals club where non-disabled peers are paired up with disabled peers for recess times. Eagle Ridge is also a highly inclusive school, where students with disabilities are included into the general education setting as much as possible during the school day and helps to develop tolerance and appreciation for uniqueness in others.

School Improvement Plan (SIP)

School Name Heron Heights ES (3961)

School Year 2018 - 2019

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
Balanced Literacy	Tuesday Wednesday Thursday	2nd3rd4th	10/9/2018 - 5/16/2019	8:15 AM - 1:50 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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	171	8.80	0.00	0.00	1.20	0.00
01	180	12.20	0.00	0.00	6.70	1.70
02	188	6.40	0.00	0.00	3.20	0.00
03	170	4.70	0.00	0.00	4.70	0.00
04	218	6.00	0.00	0.00	11.00	0.50
05	190	12.60	0.00	0.00	9.50	1.60

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

Based on the results of the progressing monitoring assessments (Benchmark Assessment System and Go Math Chapter Assessments) for grades K-5, we have implemented the following interventions for Math and Reading:

Teachers utilize Wilson Foundations (K-2), Guided Intensive Skill Instruction within small groups, Achieve 3000, NewsELA, Words Their Way booklets, Performance Coach Workbooks in small groups, Journey's Write-In readers, Journey's Literacy Tool Kit, Great Leaps, Phonics for Reading (K-3), Quick Reads, Touch Math, Virtual Manipulatives, Hands-On Lessons, Digital Tools Lessons, and Moving with Math.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday Friday	3rd, 4th	9/24/2018 - 5/22/2019	8:30 AM - 1:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
SEL-Harmony-Agenda-.pdf		10/18/2018

File Name	Standards & Indicator	Upload Date
SWH_ParentBrochure_1-21-(1).pdf		10/18/2018

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
10-22-18-SAC-Minutes.pdf	October	A+ Funds	10/31/2018
SAC-102219-Agenda.pdf	October	A+ Funds	10/31/2018
SAF-Bylaw-.pdf	September	SAF ByLaws	10/31/2018
SAC-AGENDA-09242018.pdf	September	Developed	10/17/2018
SAC-ByLaws.pdf	September	SAC ByLaws	10/15/2018
9-24-18-SAC-Minutes.pdf	September	Developed	10/15/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
10	462	32 of 59	3	84	168

Goals

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

The content area we will continue to focus on relates to reading instruction. We noticed marginal increases in ELA achievement levels (79% to 83%) However, we also noticed a 14 percent decrease in the lowest 25% making gains in reading. This may translate to improvements in proficiency levels however, our goal is to continue to make strides with our lowest 25%, a group which encompasses our ELL population and ESE populations. In order to continue with this positive trend, our team and stakeholders opted to focus on improving student achievement in reading by improving teacher practice and abilities to use data (i.e. BSA, BAS, formative assessment strategies) through professional learning communities.

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 Heron Heights will scale up will be our PLC's. We made changes in the way our PLC's were run and we would like to further enhance this by incorporating the four principles of a data driven instructional framework.

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

1. Teachers will be given 2 hours each month to meet during the school day with their PLC team. During this time the coaches will be available to provide support and guidance if needed.
2. The first set of PLC's will be guided by administration and support. The leadership team felt that it was important to set the expectations for authentic PLC engagement.
 - o Goal setting
 - o Roles and responsibilities of team members
 - o Group v.s Team
 - o Common
 - o Developing NORMS
 - o Creating Protocols for examining teacher practice and analyzing student work
3. This year we will focus on creating a data driven instruction.
4. Data chats were the precursor to our PLC's this year. This allowed teachers to identify TAPP students. Targeted Instruction. Analyze Effectively. Plan based on student needs. Progress Monitor Performance.
5. The strategies and instructional practices required to
6. Teams will work towards creating the conditions for a data driven climate: Assessment; Analysis; Action; Culture
7. Teams will be guided to create common formative assessments.

What specific school-level progress monitoring data is collected and how often?

Teachers will create rigorous common interim assessments based on standards. Work together in PLC teams to identify best instructional practice for the student they have targeted; They will analyze the common interim assessment data for these students; plan instruction that best meets the needs of these students; then monitor their progress and performance during remediation. (TAPP - Target. Analyze. Plan. Progress Monitor)

How does the school ensure the fidelity of students not progressing towards school and district goals?

Administrators and coaches conduct quarterly data chats to discuss TAPP students. We review data, review Tier 1 instructional practices, if it is determined that the deficit is not a Tier 1 instructional issue, then a recommendation for RTI is made.

How does the school ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

- The coaches meet with teachers based on observation cycles in order to increase effective instructional design and practices.
- Teachers express a desire to meet with coaches to discuss UDL.
- Teams meet to discuss effective strategies.
- Administration and coaches monitor the development of effective planning and the delivery of instruction.

How does the school ensure Tier 1 Standards-Based classroom instruction is being implemented properly and effectively?

We are currently addressing Tier 1 instruction through our PLC's. From there, coaches complete observation cycles in order to assist teachers with Balanced Literacy instruction. Currently, that focus is on the effective implementation of the interactive read aloud process.

1. Teachers identify an appropriate text.
2. Teachers plan before, during and after reading activities.
3. Teachers use the prompting guide and the continuum to identify help develop targeted questions.
4. Coaches observe process and provide feedback.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

- Core: We use leveled readers and Journeys.
- Supplemental Materials: Leveled Readers; Science and Social Studies Leveled Readers, NEWSELA, Short Reads, Scholastic
- Intervention: LLI; Foundations

Teachers are supplied with leveled reading libraries that contain both fiction and non-fiction texts and genre libraries that contain both types of texts. During team meetings teachers discuss ways to use both fiction and non-fiction texts to in whole group, small group, and during interactive read alouds.

How does your school implement the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills?

We specifically use 4 programs to ensure students are developing social and emotional skills:

1. Sanford Harmony
2. Start With Hello (Sandy Hook Promise)
3. Class Positive Attitude Thinker (Character Education Program)
4. LEAPS

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

1. Develop self-awareness and self-management skills to achieve school and life success: Field Day, Mindfulness Mondays, Academic Games, Sensory Corner, Class Dojo. Go Noodle
2. Use social-awareness and interpersonal skills to establish and maintain positive relationships: Debate Club, Student Council, Safety Patrol, Socratic Seminar, Morning Meetings, Strategies: Caught Being Good (SPBP), Zones of Regulation, Sanford Harmony.
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts: Strategies: Social Stories, Heritage Months observances, Teaching Tolerance lessons. Multicultural Arts Night lessons, Living Wax Museum.

How does your school-wide policy and practices support the social emotional learning for students?

Heron Heights Policies and Practices support SEL for students by fostering a strong sense of connectivity and community. Students feel comfortable expressing themselves. They have opportunities to become apart of multiple organizations and within those organizations they learn how to handle conflict, develop friendships, the difference being informing and tattling, and how to make others feel welcome. They understand the power of Hello.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
PLC, Observations, Coaching, FSA Resources	Administrator, Coaches	5/31/2019	Balanced Literacy, Professional Learning	\$7,843.00
LEAPS, Start with Hello, Sanford Harmony, SPBP	Counselor, Administration, Teachers	5/31/2019	Start With Hello Training; Sanford Harmony	

School Improvement Plan (SIP)

School Name Maplewood ES (2741)

School Year 2018 - 2019

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
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2741 ELA 3	Wednesday	1st3rd4th	8/22/2018 - 5/1/2019	2:15 PM - 3:15 PM	3
2741 ELA 2	Wednesday	1st2nd3rd4th	9/5/2018 - 5/29/2019	2:15 PM - 3:15 PM	2
2741 ELA/Math 1	Wednesday	1st3rd	8/29/2018 - 5/15/2019	2:15 PM - 3:15 PM	1
2741 ELA K	Wednesday	1st2nd3rd4th	9/5/2018 - 5/22/2019	2:15 PM - 3:15 PM	K
2741 SEL PreK	Wednesday	2nd4th	8/22/2018 - 5/15/2019	2:15 PM - 3:15 PM	Pre K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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	112	17.90	0.00	0.00	39.30	9.80

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02	144	19.40	0.70	0.00	19.40	6.30
03	111	9.90	0.00	0.00	17.10	0.90
04	127	14.20	0.80	0.00	15.70	2.40
05	119	16.00	0.00	0.00	21.00	2.50

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

Maplewood will implement the following intervention strategies to improve the academic performance identified by the early warning system:

- 90 Minute Reading Book
- Balanced Literacy Instruction
- Differentiated instruction and Independent centers
- Small Guided Reading Groups
- Academic Camps
- Spelling City
- Reflex
- Home Access to digital programs
- Academic Coach Support
- Data Chats
- RTI process implemented with fidelity
- Diagnostic Assessment 3 times per year (reading and math)
- Grade level checkpoints (after each instructional cycle)

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	3rd, 4th	10/1/2018 - 6/3/2019	8:30 AM - 1:33 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	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-ByLaws.doc	October	SAC ByLaws	11/1/2018
SAF-Bylaw-16-17.docx	October	SAF ByLaws	11/1/2018
SAC-Sign-in-Sheets-10-23.pdf	October	None	10/26/2018
SAC-Sign-in-Sheets-9-27.pdf	September	None	10/26/2018
SAC-Attendance-10-23.pdf	October	None	10/24/2018
SAC-Attendance-9-27.pdf	September	None	10/24/2018
SAC-Composition-Report.pdf	October	None	10/24/2018
SAC-Powerpoint-10-23.pdf	October	None	10/24/2018
SAC-Agenda-10-23.pdf	October	None	10/24/2018
2018-2019-School-Advisory-Council-Meeting-Dates.pdf	September	None	10/24/2018
SAC-Powerpoint-9-27.pdf	September	None	10/24/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Agenda-9-27.pdf	September	None	10/24/2018
SAC-Flyer.jpg	September	None	10/24/2018

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	395	82 of 149	2	98	195

Goals

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 are for this school year will be English Language Arts (ELA) and Mathematics with all students, particularly with our lowest 25th percentile. There areas were chosen due to the lack of learning gains on the ELA and Math FSA from the 2017-18 school year.

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 goals for Maplewood Elementary are to focus and emphasize on:

- Professional Learning Communities
- Increased parent involvement
- Use effective progress monitoring to assure all students are increasing student achievement.

To ensure we are meeting our goals coaches will meet with assigned teachers monthly to assure student students growth and to monitor the lowest 25th percentile.

In ELA grades K-5, the Leveled Literacy Intervention program is being implemented for students at risk of falling below or are currently below grade level. Our ELA coach has created a schedule that assures she is in classrooms weekly to co-teach, model, and provide feedback. Weekly RtI meetings will be used to scale-up and improve teaching practices in ELA in order to increase performance within the SES band.

In Math grades K-5, we are using the Tier 2 and 3 Go Math lessons and Personal Math Trainer program. In grades 2-5, students are using the Reflex program to practice math fact fluency. Weekly RtI meetings will be used to scale-up and improve teaching practices in Math in order to increase performance within the SES band.

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

Through grade level data chats and grade-level PLCs, best practices are discussed and implemented throughout all grade levels. Students with early indicators of being at risk of falling below or are currently below grade level are identified and discussed at these meetings. Interventions are put in place and tracked through the RtI process as well as in BASIS. Meetings are held weekly to discuss the progress of these students and to determine if interventions are being successful or if modifications need to take place and which students need more support. Academic interventions will be identified through the Elementary MTSS Literacy Interventions chart with interventions such as the Leveled Literacy Intervention (LLI).

What specific school-level progress monitoring data is collected and how often?

In grade levels K-5, BAS data is collected every sixty school days. This data is used to determine student growth and the placement of the students for small group instruction. The data is also used for RtI and progress monitoring.

In the ELA RtI process, Journey's Cold Reads are being used to track student growth in fluency and comprehension in grades K-5. Data is collected weekly. In the Math RtI process, Go Math interventions are in place to track student growth in various areas in grades K-5. Data is collected weekly.

In all grade levels, students take the iReady Diagnostic assessment at the beginning, middle, and end of the school year. This data is collected to monitor student growth in ELA and math.

In grades 2-3, students take Standards Mastery assessments on the iReady program based on ELA and Math standards. Grades 4-5 students take Standards Mastery assessments on the iReady program based on ELA, Writing, Math, and Science standards. This data is collected after the completion of a given group of standards. The data collected is used to create "reteach" groups in a whole group or small group setting.

How does the school ensure the fidelity of students not progressing towards school and district goals?

The school ensures fidelity of students not progressing towards school and district goals through progress monitoring plans and RtI for ELA and Mathematics. These documents are discussed in data chats, PLCs, and RtI meetings.

How does the school ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

Planning and implementation of instruction focuses around the Universal Designs of Learning to ensure the needs of all students, including ELL and ESE students, are met. As a school, we are focusing on the "why", "what", and "how" of learning. For student engagement we motivate learners and stimulate interest and motivation for learning. For example, increased amount of technology is used in the classroom. For resourceful, knowledgeable, and strategic learners, we use a variety of resources to guide our instruction. The information and content being taught is presented and practiced in different ways. Through differentiated instruction, students can express what they know. Through these methods the Universal Designs for Learning are being used for planning and teaching.

How does the school ensure Tier 1 Standards-Based classroom instruction is being implemented properly and effectively?

The Balanced Literacy framework is being implemented in all classrooms during the scheduled ELA block. The framework consists of modeled and shared read alouds, guided reading groups, and differentiated independent centers. Writing instruction is embedded in the Balanced Literacy framework through modeled and shared writing and writing about reading.

The Modified Gradual Release of Responsibility Model is being implemented in all classrooms during the scheduled Math block. The framework consists of whole group and small group instruction, and independent centers. Enrichment and reteach practice takes place during small group instruction.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

ELA

Core program: Journey's

Supplemental program: Ready Resources, Fountas and Pinnell Word Study, Foundations

Intervention program: Leveled Literacy Intervention, Foundations, Journey's Toolkit

Math

Core program: Go Math 2015

Supplemental program: Ready Resources

Intervention program: Go Math Tier 2 and 3

Science

Core program: STEMscopes

For all resources, students have text book and online access in and outside of the classroom.

Maplewood Elementary has built an extensive informational text/non-fiction print and digital libraries for all literacy learning classrooms. The implementation and use of these libraries will help drive instruction to ensure Florida Standards are taught with fidelity while focusing on text complexity and increasing rigor. Science and Social Studies are integrated through the ELA block with the use of interdisciplinary units which help strengthen comprehension, writing, as well as speaking and listening skills. Teachers in 4th and 5th grade will incorporate DBQs to teach students numerous standards at a time. This will help reinforce previously taught standards and strengthen student knowledge and understanding of content.

How does your school implement the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills?

The Social and Emotional Learning standards are being taught using the Sanford Harmony curriculum resource. Each teacher has a kit in which to address and implement the SEL standards. This will ensure our students are empowered to communicate, cooperate, connect, embrace diversity, and resolve conflict. Our goal is to incorporate these teaching strategies into classroom activities to create tolerant and compassionate classrooms which welcome everyone.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Through grade-level data chats and PLCs, students with early warning indicators are identified and discussed. Interventions are put in place and tracked through the RtI process as well as in BASIS. Meetings are held weekly to discuss the progress of these students and determine if interventions are successful; interventions will be modified if needed. Interventions will be identified through the elementary MTSS interventions chart.	Classroom teacher, Coaches, and Administrators	6/24/2019	PLCs, District trainings	Accountability

School Improvement Plan (SIP)

School Name Maplewood ES (2741)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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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.

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BEST PRACTICE #3

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SAC-ByLaws.doc	October	SAC ByLaws	11/1/2018
SAF-Bylaw-16-17.docx	October	SAF ByLaws	11/1/2018
SAC-Sign-in-Sheets-10-23.pdf	October	None	10/26/2018
SAC-Sign-in-Sheets-9-27.pdf	September	None	10/26/2018
SAC-Attendance-10-23.pdf	October	None	10/24/2018
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SAC-Powerpoint-10-23.pdf	October	None	10/24/2018
SAC-Agenda-10-23.pdf	October	None	10/24/2018
2018-2019-School-Advisory-Council-Meeting-Dates.pdf	September	None	10/24/2018
SAC-Powerpoint-9-27.pdf	September	None	10/24/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Agenda-9-27.pdf	September	None	10/24/2018
SAC-Flyer.jpg	September	None	10/24/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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Supplemental program: Ready Resources, Fountas and Pinnell Word Study, Foundations

Intervention program: Leveled Literacy Intervention, Foundations, Journey's Toolkit

Math

Core program: Go Math 2015

Supplemental program: Ready Resources

Intervention program: Go Math Tier 2 and 3

Science

Core program: STEMscopes

For all resources, students have text book and online access in and outside of the classroom.

Maplewood Elementary has built an extensive informational text/non-fiction print and digital libraries for all literacy learning classrooms. The implementation and use of these libraries will help drive instruction to ensure Florida Standards are taught with fidelity while focusing on text complexity and increasing rigor. Science and Social Studies are integrated through the ELA block with the use of interdisciplinary units which help strengthen comprehension, writing, as well as speaking and listening skills. Teachers in 4th and 5th grade will incorporate DBQs to teach students numerous standards at a time. This will help reinforce previously taught standards and strengthen student knowledge and understanding of content.

How does your school implement the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills?

The Social and Emotional Learning standards are being taught using the Sanford Harmony curriculum resource. Each teacher has a kit in which to address and implement the SEL standards. This will ensure our students are empowered to communicate, cooperate, connect, embrace diversity, and resolve conflict. Our goal is to incorporate these teaching strategies into classroom activities to create tolerant and compassionate classrooms which welcome everyone.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Through grade-level data chats and PLCs, students with early warning indicators are identified and discussed. Interventions are put in place and tracked through the RtI process as well as in BASIS. Meetings are held weekly to discuss the progress of these students and determine if interventions are successful; interventions will be modified if needed. Interventions will be identified through the elementary MTSS interventions chart.	Classroom teacher, Coaches, and Administrators	6/24/2019	PLCs, District trainings	Accountability

School Improvement Plan (SIP)

School Name Park Trails ES (3781)

School Year 2018 - 2019

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	Monday Tuesday Wednesday Thursday Friday	2nd4th	8/29/2018 - 6/5/2018	7:30 AM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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	148	14.90	0.00	0.00	14.20	4.70
01	193	13.00	0.00	0.00	14.00	4.70
02	206	5.80	0.00	0.00	9.20	0.50
03	233	10.70	0.40	0.00	8.20	1.70
04	211	8.10	0.00	0.00	8.50	0.90
05	228	8.80	0.40	0.00	11.00	3.10

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

Maplewood will implement the following intervention strategies to improve the academic performance identified by the early warning system:

- 90 Minute Reading Book
- Balanced Literacy Instruction
- Differentiated instruction and Independent centers
- Small Guided Reading Groups
- Academic Camps
- Spelling City
- Reflex
- Home Access to digital programs
- Academic Coach Support
- Data Chats
- RTI process implemented with fidelity
- Diagnostic Assessment 3 times per year (reading and math)
- Grade level checkpoints (after each instructional cycle)

RTI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 3rd	8/27/2018 - 6/5/2018	8:30 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	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</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-Template18-19.docx	October	None	10/21/2018
SAC-ByLaws18-19.html	October	None	10/21/2018
SAC-SAF-Meetings-2018-2019.docx	October	None	10/21/2018
School-Advisory-Forum-Minutes_092418.docx	October	Monitored	10/21/2018
SAF-Agenda_92418.docx	October	Monitored	10/21/2018
SAC-Minutes-September-2018-revised.doc	October	Monitored	10/21/2018
SAC-Agenda-September-2018.doc	October	Monitored	10/21/2018
SAFMinutes-8_27_2018.docx	October	Monitored	10/21/2018
SAF-AGENDA-8_27_18.docx	October	Monitored	10/21/2018
SAC-minutes-Aug.-27.doc	October	Monitored	10/21/2018
SAC-Agenda-August-2018.doc	October	Monitored	10/21/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
10	474	30 of 59	1	78	156

School Improvement Plan (SIP)

School Name Ramblewood ES (2721)

School Year 2018 - 2019

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
2721 Math 4/5	Thursday		9/16/2018 - 5/15/2019	2:15 PM - 3:00 PM	4, 5
2721 ELA 4-5	Thursday		9/16/2018 - 5/15/2019	2:15 PM - 3:00 PM	4, 5
2721 ELA 3	Thursday		9/16/2018 - 5/15/2019	2:15 PM - 3:00 PM	3
2721 ELA 2	Tuesday		9/16/2018 - 5/15/2019	2:15 PM - 3:00 PM	2
2721 ELA 1	Tuesday		9/16/2018 - 5/15/2019	2:15 PM - 3:00 PM	1
2721 ELA Pre-K	Tuesday		9/6/2018 - 5/15/2019	2:15 PM - 3:00 PM	Pre K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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	130	16.20	0.80	0.00	30.80	6.20
01	114	20.20	5.30	0.00	21.90	11.40

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
02	145	19.30	0.00	0.00	15.90	4.10
03	169	15.40	0.00	0.00	16.60	2.40
04	140	15.00	0.70	0.00	22.90	3.60
05	152	11.20	1.30	0.00	32.90	3.90

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

iReady
 Level Literacy Intervention
 Soars to Success
 Foundations
 Read Naturally for Fluency
 QAR (Questions/Answer/Response)

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th, 5th	8/27/2018 - 5/27/2019	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	
Governance and Leadership	
Teaching and Assessing for Learning	

Resources and Support Systems	
Using Results for Continuous Improvement	
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
18-19-By-Laws.pdf	October	SAC ByLaws	10/31/2018
18-19-SAC-Meeting-Dates.pdf	October	SAC ByLaws	10/31/2018
10-17-18-Minutes.docx	October	SAC ByLaws	10/30/2018
10-17-SAC-Sign-In.pdf	October	SAC ByLaws	10/30/2018
10-17-SAC-Agenda.docx	October	SAF ByLaws	10/30/2018
18-19-SAC-Composition.pdf	October	SAC ByLaws	10/30/2018
9-12-SAC-Sign-In.pdf	October	A+ Funds	10/1/2018
9-12-SAC-Minutes.docx	September	SAC ByLaws	9/30/2018
9-12-SAC-Agenda.docx	September	SAC ByLaws	9/30/2018

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.

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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	309	145 of 149	1	141	281

Goals

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 2017-18 FSA results, Ramblewood Elementary ranked 145 out of 149 in SES Band 5. Our over-all Learning Gains in ELA were 48% and 45% in Math. The learning Gains for our lowest quartile in ELA were 27% and 29% in Math. Therefore, increasing our learning gains over-all in both ELA and Math are our targets for the 2018-19 school year. We will also focus on Science K-5 as our FCAT Science data was 45% decreasing by 1% from the previous year. Our goal is to continue improving upon our Science 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?

- Utilize diagnostic Benchmark Assessments System (BAS)
- Implement instructional components from the Literacy Continuum
- Daily Tier 1 small group instruction
- Daily Science instruction: K-3 instruction through ELA block; 4-5 through the Science block
- Differentiated math practice through small group instruction
- On-Going Professional Learning Communities (PLC)
- Targeted double dose reading and math intervention

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

Benchmark Assessment System (BAS) - The implementation of assessing students using Benchmark Assessment System (BAS) will be continued. Teachers will use BAS data to diagnose reading targets, group students, and align specific reading instruction to all students based on their most current needs. All teachers will or have attended the latest and most updated BAS training to ensure our implementations of the assessments are uniform and valid with county expectations.

Literacy Continuum - Teachers will become more familiar with the instructional components of the continuum in relation to students' BAS. The Literacy Continuum, a balanced literacy approach, will help teachers break standards into teaching targets in order to implement instruction, conferencing, create instructional groups, and provide specific feedback.

Tier 1 Small Group Instruction - All classrooms will engage in Science daily through interactive read alouds, shared reading, scientific inquiries, and experiments.

Differentiated Math Practice - The differentiation of math skills for supplemental independent practice will be done through I Ready individual pathways, standards-based lessons, individual center activities, and performance tasks. Students will be able to practice current skills, review of areas of need, or progress on to forthcoming skills by use of videos, lessons, and practices aligned to the FSA.

Professional Learning Communities (PLC) - Teams will collaborate through data-driven PLC's. Each grade level team will meet throughout the year to analyze student data, plan culturally responsive instruction, adjust and break down curriculum and standards, share best practices and instructional strategies, and create scope and sequences for instruction.

Targeted Double Dose Intervention - Double dose reading and math intervention groups will be made based off students' specific needs. The instructional focus for reading intervention groups will be targeted and guided by data collected from student BAS, I Ready performance, and classroom observation. LLI will be implemented to meet students' needs toward reading development. In Math, intervention groups will be targeted and guided by data collections from student performance on grade level common assessments, classroom observations, and individual I Ready pathways through I Ready.

What specific school-level progress monitoring data is collected and how often?

Primary Grade Levels

Kindergarten – Letter Names & Sound and Concepts of Print, Individual students' reading BAS (as needed)

First - Second – Individual students' reading BAS (Quarterly and as needed) On-going LLI data

Intermediate Grade Levels

Third – Individual students' reading BAS (Quarterly and as needed), district mandated Keystones, I Ready Diagnostic (beginning, middle and end), I Ready Standards Mastery Assessments (every two-four weeks, depending on the standard)

Fourth and Fifth – Individual students' reading BAS (Quarterly and as needed), I Ready Diagnostic (beginning, middle and end), I Ready Standards Mastery Assessments (every two-four weeks, depending on the standard)

How does the school ensure the fidelity of students not progressing towards school and district goals?

Teachers, along with the instructional leadership team, will meet continuously for Data Chats in which each students' progress and current academic standing is addressed and action plans for success are put into place. Rtl meeting dates are provided for the team to work collaboratively to evaluate specific students' progress and adjust instructional support as needed.

How does the school ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

All Grade level PLCs collaborate to plan student specific instructional opportunities using the balanced literacy approach and culturally responsive teaching. Continued learning and support will be provided to teachers on culturally responsive teaching. Teachers use WIDA standards, IEP, EP and 504 goals and strategies to guide their instructional delivery. These expectations are documented within teacher lesson plans and grade level PLC minutes.

How does the school ensure Tier 1 Standards-Based classroom instruction is being implemented properly and effectively?

To ensure classroom instruction is aligned to grade level Florida Standards, we incorporate the following in all classrooms:

- School-wide Balanced Literacy training will be provided for the staff by the district. DBQ training will be provided for teachers in grades 4-5 on site by the district. Teachers will implement Balanced Literacy instruction in the classrooms with continued support.
- Professional Development aligned with standards will be provided to all teachers based on grade level and/or teacher specific needs. (BAS Administration and Implementation, Differentiated Instruction, Small Group Guided Instruction, Interactive Read Alouds, Shared Reading, Math Standards-Based Instruction)
- Daily Schedule – maximizes instructional time and creates a uniform intervention block to meet the needs of all learners.
- Calendared common assessment and performance tasks demonstrating an understanding of grade-level standards.
- Flexible grouping that aligns standard based instruction guided by BAS continuum per students' needs.
- Reading resource room provides leveled readers and content leveled readers to ensure instruction for all levels, while aligned with standards.
- Computer-based individualized interventions to reinforce and support instruction towards meeting grade level standards
- Data evaluation and continuous progress monitoring in order to guide instruction is on-going within grade level PLCs and discussed at Data Chats and Rtl meetings with the instructional leadership team.
- Utilizing instructional materials and resources aligned to the standards for all subject areas.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

- Journeys small group leveled reading books.
- Social Studies Adoption anchor texts and leveled readers
- Science A-Z, Stemsscopes, Science Anchor texts,
- Flocabulary, K-3 Scholastic Kids Magazines, 4-5 Storyworks
- Leveled Literacy Intervention
- NewsELA
- Reading Resource Room – Leveled readers in all content areas and non- fiction Scholastic Short Reads
- Classroom libraries include fiction and non-fiction books in a variety of genres.
- Regularly scheduled class visits to the media center to borrow nonfiction books, amongst other genres.
- Students have digital codes to access public library resources
- Increased number of student laptops in grades K-5 classrooms with access to eBooks and more informational text.
- All fourth and fifth graders are assigned individual laptops providing ample access to informational text throughout the school day.

How does your school implement the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills?

Based on the Broward County SEL standards and school needs, programs, strategies, and practices are implemented throughout the year and as needed.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

The initiative of Social Emotional Learning was introduced to the staff through collaborative brainstorming and guidance towards expanding on current practice for Social Emotional Learning. Teachers expanded their resources for implementing Social Emotional Learning within the classrooms.

Students will be introduced to the five competencies through the district powerpoint. These skills will be expanded on through a wide variety of programs, strategies, and practices as noted on our Ramblewood SEL Plan

How does your school-wide policy and practices support the social emotional learning for students?

Ramblewood's schoolwide behavior management plan fosters support of social emotional learning for all students. Students are encouraged and recognized for making good choices throughout campus. Caught Being Good tickets are given as incentives for continued following of Ramblewood's rules and expectations. Community involvement assists in the implementation of social emotional learning for our students through, Book Buddies, Listeners, and Latinos in Action

School Improvement Plan (SIP)

School Name Riverglades ES (2891)

School Year 2018 - 2019

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
PLC and Data chats	Tuesday Wednesday Thursday	3rd	9/20/2018 - 4/24/2019	8:00 AM - 3:00 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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	150	8.00	0.00	0.00	9.30	2.70
01	192	8.30	0.00	0.00	8.30	2.10
02	161	12.40	0.00	0.00	4.30	1.20
03	154	9.70	0.00	0.00	7.80	1.30
04	208	8.20	0.00	0.00	7.70	1.00
05	160	6.30	0.00	0.00	4.40	0.60

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

iReady
 Level Literacy Intervention
 Soars to Success
 Foundations
 Read Naturally for Fluency
 QAR (Questions/Answer/Response)

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/12/2018 - 5/31/2019	8:15 AM - 3:00 PM
Wednesday	1st, 2nd, 3rd, 4th, 5th	10/10/2018 - 5/29/2019	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	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</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_Agenda_Minutes_SignIn10222018.pdf	October	Developed	10/24/2018
SAC-Bylaws_2018-19.pdf	October	SAC ByLaws	10/1/2018
SAC_Agenda_Minutes_SignIn09242018.pdf	October	SAC ByLaws	10/1/2018
SAC_08272018.pdf	September	Developed	9/21/2018

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	527	19 of 65	2	32	64

Goals

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?

Riverlades will focus on ELA because we dropped in learning gains and lowest quartile learning gains.

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

Riverglades ESE teachers will both be trained in the Orton Gillingman program. A research based program designed to help students with dyslexia and difficulty with reading. During PLCs, we will focus on balanced literacy best practices. First grade teacher utilize LLI to help struggling learners.

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

Both ESE teachers will now be trained. Teachers are going to Balanced Literacy workshop and best practices are shared at PLCs. The ESE teachers are sharing best practice strategies with general education teachers.

What specific school-level progress monitoring data is collected and how often?

All teachers submit monthly data to administration. The assessment data is discussed and reviewed during PLCs. The data collected is BAS, writing samples, and program assessments.

How does the school ensure the fidelity of students not progressing towards school and district goals?

Observations and collection of common assessments.

How does the school ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

The teachers plan for the individual needs of students and to their different modalities of learning. Teachers participate in project based learning and many hands on approaches.

How does the school ensure Tier 1 Standards-Based classroom instruction is being implemented properly and effectively?

Teachers attend Balanced Literacy, small group instruction, standards based instruction, and share best practices during PLCs and grade level meetings.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

We have the Scholastic Leveled Book room. In addition, each grade level has a book room of fiction and non fiction resources to use with students. We utilize science and social studies books to integrate into the ELA block.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Teachers attend balanced Literacy workshops, ESE teachers will implement Orton Gillingham strategies, share best practices in PLCs.	JoAnne Seltzer		Orton Gillingham, Balanced Literacy	\$1,500.00

School Improvement Plan (SIP)

School Name Riverside ES (3031)

School Year 2018 - 2019

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 K-5 (varied days and times)	Monday Tuesday Wednesday Thursday Friday	1st2nd3rd4th	9/7/2018 - 5/1/2019	2:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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KG	114	11.40	0.00	0.00	6.10	1.80
01	94	10.60	1.10	0.00	19.10	3.20
02	130	8.50	0.00	0.00	7.70	0.80
03	136	5.90	0.70	0.00	14.00	0.00
04	134	13.40	2.20	0.00	16.40	3.00
05	131	7.60	0.00	0.00	24.40	3.10

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

iReady
 Level Literacy Intervention
 Soars to Success
 Foundations
 Read Naturally for Fluency
 QAR (Questions/Answer/Response)

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	8/28/2018 - 5/28/2019	9:00 AM - 11:00 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</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
Oct-SAF-Sign-In-Sheets.pdf	October	A+ Funds	11/6/2018
Oct-SAC-Sign-in-sheets.pdf	October	A+ Funds	11/6/2018
Sept-SAF-Sign-In-Sheets.pdf	November	A+ Funds	11/6/2018
Sept-SAC-Sign-In-Sheets.pdf	November	A+ Funds	11/6/2018
SAC-Bylaws-2018-19.pdf	November	SAC ByLaws	11/6/2018
SAC-Composition-2018_19.pdf	November	A+ Funds	11/6/2018
SAC-Meetings-Schedule-2018_19.pdf	November	A+ Funds	11/6/2018
SAF-Septmeber-26-2018-Meeting-Minutes.docx	November	A+ Funds	11/6/2018
SAC-Septmeber-26-2018-Meeting-Minutes.docx	November	A+ Funds	11/6/2018
SAF-Agenda-September-26-2018.docx	September	A+ Funds	11/6/2018
SAC-Agenda-September-26-2018.docx	September	A+ Funds	11/6/2018
SAF-Agenda-October-29-2018.docx	October	A+ Funds	11/6/2018
SAC-Agenda-October-29-2018.docx	October	A+ Funds	11/6/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
6	400	88 of 118	1	85	170

Goals

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 2017-18 FSA results, Riverside Elementary ranked 88 out of 118 in SES Band 6. Our over-all Learning Gains in ELA were 63% and 57% in Math. The Learning Gains for our lowest quartile in ELA were 48% and 31% in Math. Therefore, increasing our learning gains over-all in both ELA and Math are our targets for the 2018-19 school year.

We will also focus on Science K-5 as our FCAT Science data was 63%, increasing 16% from the previous year. Our goal is to continue improving upon our Science 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?

- Utilize diagnostic Benchmark Assessments System (BAS)
- Implement instructional components from the Literacy Continuum
- Daily Tier 1 small group instruction
- Daily Science instruction through the ELA block
- Differentiated math practice through small group instruction
- On-Going Professional Learning Communities (PLC)
- Targeted double dose ELA and math intervention

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

- **Benchmark Assessments System (BAS)** – The implementation of assessing students using Benchmark Assessments System (BAS) will be continued. Teachers will use BAS data to diagnose reading targets, group students and align specific reading instruction to all students based on their most current needs. All teachers will have attended the latest and most updated BAS training to ensure our implementations of the assessments are uniform and valid with county expectations.
- **Literacy Continuum** – Teachers will become more familiar with the instructional components of the continuum in relation to students' BAS. The Literacy Continuum, a balanced literacy approach, will help teachers break standards into teaching targets in order to implement instruction, conferencing, create instructional groups and provide specific feedback. Professional development and continuous support will be provided.
- **Tier 1 Small Group Instruction** – The practice of small group instruction is the expectation for Tier 1 instruction in both reading and math. Students will be grouped by their specific academic needs to progress through their development and understanding of the standards. A variety of manipulative and materials will be utilized.
- **Daily Science Instruction** – All classrooms will engage in science daily through interactive read alouds, shared reading, scientific inquiries, and experiments.
- **Differentiated Math Practice** – The differentiation of math skills for supplemental independent practice will be done through I Ready individual pathways, standards-based lessons, individual center activities, and performance tasks. Students will be able to practice current skills, review areas of need, or progress on to forthcoming skills by use of videos, lessons, and practices aligned to the FSA. Professional development and continuous support will be provided.
- **Professional Learning Communities (PLC)** – Teams will collaborate through data-driven PLCs. Each grade level team will meet throughout the year to analyze student data, plan culturally responsive instruction, adjust and break down curriculum and standards, share best practices and instructional strategies, create scope and sequences for instruction.
- **Targeted Double Dose Intervention** – Double dose reading and math intervention groups will be made based off students' specific needs. The instructional focus for reading intervention groups will be targeted and guided by data collected from student BAS, I Ready performance and classroom observations. I Ready lessons will be pulled to meet students' needs toward reading development. In math, intervention groups will be targeted and guided by data collections from student performance on grade level common assessments, classroom observations, and individual I Ready pathways through I Ready (intermediate grade levels). FSA Camp will be provided closer to the assessment windows to provided instructional support in areas needed.

What specific school-level progress monitoring data is collected and how often?

Primary Grade Levels

Kindergarten – Letter Names & Sound and Concepts of Print, Individual students' reading BAS (as needed)

First - Second – Individual students' reading BAS (Quarterly and as needed) On-going LLI data

Intermediate Grade Levels

Third – Individual students' reading BAS (Quarterly and as needed), district mandated Keystones, I Ready Diagnostic (beginning, middle and end), I Ready Standards Mastery Assessments (every two-four weeks, depending on the standard)

Fourth and Fifth – Individual students' reading BAS (Quarterly and as needed), I Ready Diagnostic (beginning, middle and end), I Ready Standards Mastery Assessments (every two-four weeks, depending on the standard)

How does the school ensure the fidelity of students not progressing towards school and district goals?

Teachers, along with the instructional leadership team, will meet continuously for Data Chats in which each students' progress and current academic standing is addressed and action plans for success are put into place. RtI meetings dates are provided for the team to work collaboratively to evaluate specific students' progress and adjust instructional support as needed.

How does the school ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

All Grade level PLCs collaborate to plan student specific instructional opportunities using the balanced literacy approach and culturally responsive teaching. Continued learning and support will be provided to teachers on culturally responsive teaching. Teachers use WIDA standards, IEP, EP and 504 goals and strategies to guide their instructional delivery. These expectations are documented within teacher lesson plans and grade level PLC minutes.

How does the school ensure Tier 1 Standards-Based classroom instruction is being implemented properly and effectively?

To ensure classroom instruction is aligned to grade level Florida Standards, we incorporate the following in all classrooms:

- School-wide Balanced Literacy training will be provided for the staff by the district. Teachers will implement Balanced Literacy instruction in the classrooms with continued support.
- Professional Development aligned with standards will be provided to all teachers based on grade level and/or teacher specific needs. (BAS Administration and Implementation, Differentiated Instruction, Small Group Guided Instruction, Math Standards-Based Instruction)
- Daily Schedule – maximizes instructional time and creates a uniform intervention block to meet the needs of all learners.
- Calendared common assessment and performance tasks demonstrating an understanding of grade-level standards.
- Flexible grouping that aligns standard based instruction guided by BAS continuum per students' needs.
- Reading resource room provides leveled readers and content leveled readers to ensure instruction for all levels, while aligned with standards.
- Computer-based individualized interventions to reinforce and support instruction towards meeting grade level standards
- Data evaluation and continuous progress monitoring in order to guide instruction is on-going within grade level PLCs and discussed at Data Chats and RtI meetings with the instructional leadership team.
- Utilizing instructional materials and resources aligned to the standards for all subject areas.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

- Journeys small group leveled reading books.
- Social Studies Adoption anchor texts and leveled readers
- Science A-Z
- NewsELA
- Reading Resource Room – Leveled readers in all content areas and non-fiction Scholastic Short Reads
- Classroom libraries include fiction and non-fiction books in a variety of genres.
- Regularly scheduled class visits to the media center to borrow nonfiction books, amongst other genres.
- Students have digital codes to access public library resources
- Increased number of student laptops in grades K-3 classrooms with access to eBooks and more informational text.
- All fourth and fifth graders are assigned individual laptops providing ample access to informational text throughout the school day.

How does your school implement the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills?

Based on the Broward County SEL standards and school needs, programs, strategies, and practices are implemented throughout the year and as needed.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

The initiative of Social Emotional Learning was introduced to the staff through collaborative brainstorming and guidance towards expanding on current practice for Social Emotional Learning. Teachers expanded their resources for implementing Social Emotional Learning within the classrooms. Students will be introduced to the five competencies through the district powerpoint. These skills will be expanded on through a wide variety of programs, strategies, and practices as noted on our Riverside SEL Plan

How does your school-wide policy and practices support the social emotional learning for students?

Riverside's school-wide policies and practices support the SEL for students by providing avenues for students to learn and practice the needed strategies for success today and in tomorrow's world. Our schoolwide behavior management plan fosters support of social emotional learning for all students. Students are encouraged and recognized for making

good choices throughout campus. Rocky Rewards are given as incentives for continued following of Rocky's rules and expectations. Community involvement assists in the implementation of social emotional learning for our students through, Book Buddies, Listeners, and Latinos in Action.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Targeted double dose ELA and math intervention	Classroom Teachers	9/11/2018	Yes	\$3,000.00
On-Going Professional Learning Communities (PLC)	Classroom Teachers	8/8/2018		
Differentiated math practice through small group instruction	Classroom Teachers	9/24/2018	Yes	\$1,000.00
Daily Science instruction through the ELA block	Classroom Teachers	10/1/2018	Yes	\$1,000.00
Daily Tier 1 small group instruction	Classroom Teachers	9/11/2018	Yes	\$1,500.00
Utilize diagnostic Benchmark Assessments System (BAS)	Classroom Teachers	5/31/2019		
Implement instructional components from the Literacy Continuum	Classroom Teachers	5/31/2019	Yes	\$1,000.00

School Improvement Plan (SIP)

School Name Sheridan Hills ES (1811)

School Year 2018 - 2019

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
1811 ELA 5	Wednesday	1st2nd3rd4th	8/21/2018 - 5/31/2019	2:15 PM - 3:00 PM	5
1811 PLC 4	Wednesday	1st2nd3rd4th	8/21/2018 - 5/31/2019	2:15 PM - 3:00 PM	4
1811 ELA 3	Wednesday	1st2nd3rd4th	8/21/2018 - 5/31/2019	2:15 PM - 3:00 PM	3
1811 ELA 2	Wednesday	1st2nd3rd4th	8/21/2018 - 5/31/2019	2:15 PM - 3:00 PM	2
1811 1 ELA	Wednesday	1st2nd3rd4th	8/21/2018 - 5/31/2019	2:15 PM - 3:00 PM	1
1811 KG ELA	Wednesday	1st2nd3rd4th	8/21/2018 - 5/31/2019	2:15 PM - 3:00 PM	K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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	25.70	0.00	0.00	8.60	2.90
01	78	11.50	0.00	0.00	12.80	2.60

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
02	77	15.60	0.00	0.00	16.90	2.60
03	83	14.50	0.00	0.00	30.10	2.40
04	70	15.70	0.00	0.00	32.90	4.30
05	86	15.10	2.30	0.00	19.80	3.50

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

Sheridan Hills Elementary Schools currently utilizes the following intervention strategies to improve academic performance of students identified by the early warning system:

- Foundations
- Phonics for Reading
- Sounds in Motion
- Rewards
- Go Math Interventions Tools
- BAS
- Great Leaps

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Friday	2nd, 4th	9/1/2018 - 5/31/2019	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	
Governance and Leadership	

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Agenda-Sept-2018.docx	October	Developed	10/26/2018
SAC-Meeting-Dates-2018--2019.docx	October	None	10/26/2018
SAC-ByLaws.pdf	October	SAC ByLaws	10/26/2018
SAC-Composition-Report.pdf	October	None	10/26/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	393	72 of 210	1	85	169

Goals

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 2018- 2019 school year, Sheridan Hills Elementary School will focus on ELA (English Language Arts for improving student achievement. This are was chosen because of the strong correlation between reading success and success in content areas.

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

ELA strategies will be taught in all content areas.

Small group skills/ plans will be modified regularly

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

Host biweekly Writing Seminars for each grade level

Implement the use of School City to track data and modify instruction

Provide staff development based on their individual needs assessment

What specific school-level progress monitoring data is collected and how often?

Sheridan Hills Elementary will utilize School City to progress monitor data on a monthly basis.

IReady pass rate data will be monitored on a biweekly basis.

How does the school ensure the fidelity of students not progressing towards school and district goals?

Students not progressing towards school and district goals will be provided additional support through small group interventions, push-in with paraprofessionals and extended learning opportunities.

How does the school ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

School wide expectations in this regard is modeled to teachers and monitored through observations and walkthroughs.

How does the school ensure Tier 1 Standards-Based classroom instruction is being implemented properly and effectively?

School wide expectations in this regard is modeled to teachers by the Literacy Coach and monitored through observations and walkthroughs.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

The core curriculum at each grade level Journeys.

The supplemental program is the IReady LAFS series.

Rewards and Fundataions is utilized for intervention.

Students have access to additional literary and information text through leveled readers.

How does your school implement the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills?

Sheridan Hills Elementary has a Social Emotional Learning Plan that allows for SEL standards to be taught to students.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

The Five Competencies of SEL are being taught through:

- Sanford Harmony
- Start with Hello
- First Tee
- Student Council led activities

How does your school-wide policy and practices support the social emotional learning for students?

Students feel welcome and secure at our school. Teachers and staff encourage students to try new activities and support them as they learn and grow. Students work often work together in groups to develop social skills and a sense of community.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Extended Learning	Lisa Gomes	5/31/2019		\$0.00

School Improvement Plan (SIP)

School Name Sheridan Hills ES (1811)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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1811 KG ELA	Wednesday	1st2nd3rd4th	8/21/2018 - 5/31/2019	2:15 PM - 3:00 PM	K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

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RtI Team Meeting Schedule

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Friday	2nd, 4th	9/1/2018 - 5/31/2019	8:00 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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BEST PRACTICE #4

Scaling Up BEST Practices

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How does your school implement the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills?

Sheridan Hills Elementary has a Social Emotional Learning Plan that allows for SEL standards to be taught to students.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

The Five Competencies of SEL are being taught through:

- Sanford Harmony
- Start with Hello
- First Tee
- Student Council led activities

How does your school-wide policy and practices support the social emotional learning for students?

Students feel welcome and secure at our school. Teachers and staff encourage students to try new activities and support them as they learn and grow. Students work often work together in groups to develop social skills and a sense of community.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Extended Learning	Lisa Gomes	5/31/2019		\$0.00

School Improvement Plan (SIP)

School Name Sheridan Park ES (1321)

School Year 2018 - 2019

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
1321_ELA_Specials	Wednesday	2nd4th	8/12/2018 - 3/27/2019	2:00 PM - 3:00 PM	
1321_ELA_5	Wednesday	2nd4th	8/12/2018 - 3/27/2019	12:15 PM - 1:45 PM	5
1321_ELA_3	Wednesday	2nd4th	8/12/2018 - 3/27/2019	9:50 AM - 11:20 AM	3
1321_ELA_1	Wednesday	2nd4th	8/12/2018 - 3/27/2019	8:15 AM - 9:45 AM	1
1321_ELA_4	Wednesday	1st3rd	8/12/2018 - 3/31/2019	12:15 PM - 1:45 PM	4
1231_ELA_2	Wednesday	1st3rd	8/12/2019 - 3/27/2019	9:50 AM - 11:20 AM	2
1321_ELA_K	Wednesday	1st3rd	8/12/2018 - 3/27/2019	8:15 AM - 9:45 AM	K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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	105	21.00	0.00	0.00	42.90	13.30

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
01	96	11.50	0.00	0.00	32.30	6.30
02	119	10.10	0.00	0.00	28.60	3.40
03	128	14.10	0.00	0.00	21.90	4.70
04	125	8.80	0.00	0.00	18.40	1.60
05	135	10.40	0.00	0.00	23.00	0.70

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

Through grade level data conversations, students with early warning indicators are identified and discussed during the MTSS process. Interventions are put in place and tracked through the RTI process as well as in BASIS. Meetings are held regularly to discuss the progress of these students and to determine if interventions are being successful or if modification need to take place. Academic interventions will be identified through the Elementary MTSS Literacy and Math Interventions chart with interventions such as Leveled Literacy Interventions (LLI), Phonics for Reading, QAR, and other interventions appropriate to the students area of need. Behavior interventions will be addressed through behavior contracts and collaboration with the parents, administration, school social worker, guidance counselor, and psychologist.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	9/13/2018 - 5/16/2019	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	
Governance and Leadership	

Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
October-Agenda_Final.pdf	October	A+ Funds	10/27/2018
September-2018_meeting-minutes_Final.pdf	October	A+ Funds	10/27/2018
May-2018-SAC-meeting-minutes-Draft_FINAL.pdf	October	A+ Funds	10/27/2018
Sign_in_Ocotber.pdf	October	A+ Funds	10/27/2018
Sig_in_September.pdf	October	A+ Funds	10/27/2018
September-Agenda-final.pdf	October	A+ Funds	10/17/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	392	76 of 210	-392	85	170

Goals

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

Based on the SES Band Data, ELA would be the focus area 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?

Grade Level PLCs on ELA
Benchmark Assessment System (BAS) for assessment and to guide small group instruction
Thinking Maps
LLI
Small Group Guided Reading
Differentiated Learning Centers
BAS scores
Iready scores

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

Implementation of grade level PLCs focusing on ELA will assist teacher in planning high quality tier one instruction.
Small Group Guided Reading for all grade levels.
Incorporation of differentiated centers that are aligned to the student's instructional levels.

What specific school-level progress monitoring data is collected and how often?

BAS (Benchmark Assessment System) and Iready will be used at the beginning, middle and end of school year. Additionally, School City will be used to generate standards based assessments that will be reviewed and monitored at the monthly PLC meetings. Data is collected electronically and reviewed bi-weekly.

How does the school ensure the fidelity of students not progressing towards school and district goals?

Assessment results are reviewed by the leadership team and at the bi-weekly PLCs by the grade level teams. Students not making progress toward the goals are referred to the RTI team where the student's progress is discussed and interventions are put in place. The RTI team meets bi-weekly to review the progress of students in RTI.

How does the school ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

Teachers plan based on the standards individually and in teams. Administration and support staff participate in PLC meetings where planning is taking place and ensures the UDL planning process is in place. Administration will hold walk throughs periodically to ensure proper delivery of instruction. .

How does the school ensure Tier 1 Standards-Based classroom instruction is being implemented properly and effectively?

Teachers have been trained in Balanced Literacy and administration conducts walk throughs on a regular basis to ensure proper implementation. The literacy coach also visits classrooms on a regular basis to model instruction and support the teachers.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

SPE uses a variety of resources in order to ensure we are meeting the intent of the standards. Those resources include the Journeys core reading program, scholastic leveled library, balanced literacy resources, Scholastic News, iready, phonics for reading, etc.

How does your school implement the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills?

We use the following programs to ensure students are developing a social and emotional skillset:

- Sanford Harmony
- Start With Hello (Sandy Hook Promise)
- Noone sits alone
- LEAPS

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

1. Develop self awareness and self management skills to achieve school and life Success: Class dojo, clip it up, Pawsitive behavior tickets, Go noodle.
2. Use social-awareness and interpersonal skills to establish and montain positive relationships: Safety patrol, s
3. Demonstrate decision making skills and responsible behaviors in personal, school, and community contexts: academic competetions,

How does your school-wide policy and practices support the social emotional learning for students?

SPE policies and practicces support SEL for students by fostering a strong sense of connectivity and community. Students feel comfortable expressing themselves. They have opportunities to become part of multiple organizations and within those, they learn how to handle conflict, develop friendships, and how to make others feel welcome. We also support several service learning projects throughout the year such as a backpack and school supply drive for hurricane victims, a harvest drive, jump rope for heart and more to develop a strong sense of community.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Small Group Instruction, hands on math, camps	Math Coach, teachers, adminsitration	5/31/2019	District math training on small groups, standards based instruction	
Saturday camp, Departmentalization in 4th and 5th Grade	Literacy and MATH Coach	5/31/2019	New Science Curriculum training	
Provide students with resources needed for camp	Literacy and MATH Coach	5/1/2019	Balanced Literacy, BAS, Responsive Literacy, iredy teacher toolbox	

School Improvement Plan (SIP)

School Name Sheridan Park ES (1321)

School Year 2018 - 2019

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
1321_ELA_Specials	Wednesday	2nd4th	8/12/2018 - 3/27/2019	2:00 PM - 3:00 PM	
1321_ELA_5	Wednesday	2nd4th	8/12/2018 - 3/27/2019	12:15 PM - 1:45 PM	5
1321_ELA_3	Wednesday	2nd4th	8/12/2018 - 3/27/2019	9:50 AM - 11:20 AM	3
1321_ELA_1	Wednesday	2nd4th	8/12/2018 - 3/27/2019	8:15 AM - 9:45 AM	1
1321_ELA_4	Wednesday	1st3rd	8/12/2018 - 3/31/2019	12:15 PM - 1:45 PM	4
1231_ELA_2	Wednesday	1st3rd	8/12/2019 - 3/27/2019	9:50 AM - 11:20 AM	2
1321_ELA_K	Wednesday	1st3rd	8/12/2018 - 3/27/2019	8:15 AM - 9:45 AM	K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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	105	21.00	0.00	0.00	42.90	13.30

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
01	96	11.50	0.00	0.00	32.30	6.30
02	119	10.10	0.00	0.00	28.60	3.40
03	128	14.10	0.00	0.00	21.90	4.70
04	125	8.80	0.00	0.00	18.40	1.60
05	135	10.40	0.00	0.00	23.00	0.70

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

Through grade level data conversations, students with early warning indicators are identified and discussed during the MTSS process. Interventions are put in place and tracked through the RTI process as well as in BASIS. Meetings are held regularly to discuss the progress of these students and to determine if interventions are being successful or if modification need to take place. Academic interventions will be identified through the Elementary MTSS Literacy and Math Interventions chart with interventions such as Leveled Literacy Interventions (LLI), Phonics for Reading, QAR, and other interventions appropriate to the students area of need. Behavior interventions will be addressed through behavior contracts and collaboration with the parents, administration, school social worker, guidance counselor, and psychologist.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	9/13/2018 - 5/16/2019	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	
Governance and Leadership	

Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
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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.

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
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Goals

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

Based on the SES Band Data, ELA would be the focus area 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?

Grade Level PLCs on ELA
Benchmark Assessment System (BAS) for assessment and to guide small group instruction
Thinking Maps
LLI
Small Group Guided Reading
Differentiated Learning Centers
BAS scores
Iready scores

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

Implementation of grade level PLCs focusing on ELA will assist teacher in planning high quality tier one instruction.
Small Group Guided Reading for all grade levels.
Incorporation of differentiated centers that are aligned to the student's instructional levels.

What specific school-level progress monitoring data is collected and how often?

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Assessment results are reviewed by the leadership team and at the bi-weekly PLCs by the grade level teams. Students not making progress toward the goals are referred to the RTI team where the student's progress is discussed and interventions are put in place. The RTI team meets bi-weekly to review the progress of students in RTI.

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Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

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- Noone sits alone
- LEAPS

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2. Use social-awareness and interpersonal skills to establish and montain positive relationships: Safety patrol, s
3. Demonstrate decision making skills and responsible behaviors in personal, school, and community contexts: academic competetions,

How does your school-wide policy and practices support the social emotional learning for students?

SPE policies and practicces support SEL for students by fostering a strong sense of connectivity and community. Students feel comfortable expressing themselves. They have opportunities to become part of multiple organizations and within those, they learn how to handle conflict, develop friendships, and how to make others feel welcome. We also support several service learning projects throughout the year such as a backpack and school supply drive for hurricane victims, a harvest drive, jump rope for heart and more to develop a strong sense of community.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Small Group Instruction, hands on math, camps	Math Coach, teachers, adminsitration	5/31/2019	District math training on small groups, standards based instruction	
Saturday camp, Departmentalization in 4th and 5th Grade	Literacy and MATH Coach	5/31/2019	New Science Curriculum training	
Provide students with resources needed for camp	Literacy and MATH Coach	5/1/2019	Balanced Literacy, BAS, Responsive Literacy, iredy teacher toolbox	

School Improvement Plan (SIP)

School Name Stirling ES (0691)

School Year 2018 - 2019

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
Special Program	Tuesday	2nd4th	10/9/2018 - 5/14/2019	2:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5
Fourth and Fifth Grade Mathematics	Thursday	2nd4th	10/11/2018 - 5/16/2019	2:00 PM - 3:00 PM	4, 5
Fourth and Fifth Grade ELA	Wednesday	2nd4th	10/10/2018 - 5/15/2019	2:00 PM - 3:00 PM	4, 5
Third Grade Mathematics	Tuesday	2nd4th	10/9/2018 - 5/14/2019	2:00 PM - 3:00 PM	3
Third Grade ELA	Thursday	1st3rd	10/4/2018 - 5/9/2019	2:00 PM - 3:00 PM	3
Second Grade ELA	Wednesday	1st3rd	10/3/2018 - 5/8/2019	2:00 PM - 3:00 PM	2
Kindergarten & First Grades - ELA	Tuesday	1st3rd	10/2/2018 - 5/7/2019	2:00 PM - 3:00 PM	K, 1

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	96	25.00	0.00	0.00	29.20	12.50

Data For: 2017-2018 (Last updated: 7/18/2018)						
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
01	101	20.80	0.00	0.00	28.70	9.90
02	106	17.00	0.00	0.00	25.50	7.50
03	120	12.50	0.00	0.00	20.00	1.70
04	118	18.60	0.00	0.00	22.90	3.40
05	117	17.10	0.00	0.00	30.80	6.00

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

Early Warning Systems

Reading and Math interventions/strategies vary from grade-level to grade-level, based on analysis of diagnostic tests, and/or pre-identified as indicators of students in need, such as the District-level criteria outlined in Policy 6000.1, classroom observations, and other classroom assessments. Students with high-risk indicators are monitored through the RtI process in order to address both academic and social-emotional needs.

Strategies:

Differentiated instruction; additional ½ hour of reading intervention instruction outside of literacy instruction block; peer tutoring; pull-out small groups with literacy coaches; after-school book club; academic camps in both reading and math; high school Book Buddies; Latinos in Action Mentor Group; Summer Reading Incentive Program; Home access to reading and math technology

Reading:

K, Grade 1, Grade 2: Foundations

Grade 3 - Wilson, Phonics for Reading, Super QAR, Quick Reads, Journeys Write-In Readers

Grade 4-5 – Journeys Write In Readers, Quick Reads, Just Words, Wilson, REWARDS

Math:

Kindergarten- hands-on activities based on student needs

Grade 1-5 – Go Math Reteach, Go Math Intensive, Go Math Strategic Lessons; Touch Math

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd, 5th	9/4/2018 - 5/21/2019	8:30 AM - 1:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</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_ByLaws.pdf	October	SAC ByLaws	10/30/2018
Stirling_SACDates.pdf	October	None	10/30/2018
Stirling_SACCompositionReport.pdf	October	SAC ByLaws	10/30/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	345	134 of 210	1	109	217

Goals

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

Math will be the focus for the 2018-2019 school year. Our data in math indicates there are achievement gaps and conceptual understanding.

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?

Math PLCs.

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

Math PLCs at grade levels 3-5 with a focus on Florida standards instruction and fluency skills. Monitoring of math data and student work samples.

What specific school-level progress monitoring data is collected and how often?

Interim assessment data is collected quarterly.
BSA data is collected annually.
FSA data is collected annually.

How does the school ensure the fidelity of students not progressing towards school and district goals?

Through RTI/MTSS process.

How does the school ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

Teachers plan cross-curricular and with similar content area teachers to ensure all classroom instruction is accessible to all learners.

How does the school ensure Tier 1 Standards-Based classroom instruction is being implemented properly and effectively?

Progress monitoring. Walk-throughs. Informal evaluations. Data analysis.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

Both information and literary texts are used in math instruction, when available. Teachers access Destiny, NewsELA, etc.

How does your school implement the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills?

Faculty and staff implement the Power of 3 with students in all areas of the school campus.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

Faculty and staff implement the Power of 3 with students in all areas of the school campus. The Power of 3 helps students to increase self-awareness and self-management skills to achieve school and life success, and to establish and maintain positive relationships.

How does your school-wide policy and practices support the social emotional learning for students?

- Unity Day (anti-bullying campaign)
- Safety Patrol
- Best Buddies
- Spirit Days

School Improvement Plan (SIP)

School Name Stirling ES (0691)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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Third Grade Mathematics	Tuesday	2nd4th	10/9/2018 - 5/14/2019	2:00 PM - 3:00 PM	3
Third Grade ELA	Thursday	1st3rd	10/4/2018 - 5/9/2019	2:00 PM - 3:00 PM	3
Second Grade ELA	Wednesday	1st3rd	10/3/2018 - 5/8/2019	2:00 PM - 3:00 PM	2
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BEST PRACTICE #2

An Embedded High Quality RtI Process

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

Early Warning Systems

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Strategies:

Differentiated instruction; additional ½ hour of reading intervention instruction outside of literacy instruction block; peer tutoring; pull-out small groups with literacy coaches; after-school book club; academic camps in both reading and math; high school Book Buddies; Latinos in Action Mentor Group; Summer Reading Incentive Program; Home access to reading and math technology

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Math:

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RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
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BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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Goals

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?

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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?

Math PLCs.

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

Math PLCs at grade levels 3-5 with a focus on Florida standards instruction and fluency skills. Monitoring of math data and student work samples.

What specific school-level progress monitoring data is collected and how often?

Interim assessment data is collected quarterly.
BSA data is collected annually.
FSA data is collected annually.

How does the school ensure the fidelity of students not progressing towards school and district goals?

Through RTI/MTSS process.

How does the school ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

Teachers plan cross-curricular and with similar content area teachers to ensure all classroom instruction is accessible to all learners.

How does the school ensure Tier 1 Standards-Based classroom instruction is being implemented properly and effectively?

Progress monitoring. Walk-throughs. Informal evaluations. Data analysis.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

Both information and literary texts are used in math instruction, when available. Teachers access Destiny, NewsELA, etc.

How does your school implement the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills?

Faculty and staff implement the Power of 3 with students in all areas of the school campus.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

Faculty and staff implement the Power of 3 with students in all areas of the school campus. The Power of 3 helps students to increase self-awareness and self-management skills to achieve school and life success, and to establish and maintain positive relationships.

How does your school-wide policy and practices support the social emotional learning for students?

- Unity Day (anti-bullying campaign)
- Safety Patrol
- Best Buddies
- Spirit Days

School Improvement Plan (SIP)

School Name Tamarac ES (2621)

School Year 2018 - 2019

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
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2621 ELAMath 4	Wednesday	3rd	9/18/2018 - 5/15/2019	-	4
2621 ELAMath 3	Wednesday	3rd	9/18/2018 - 5/15/2019	-	3
2621 ELAMath 2	Wednesday	3rd	9/18/2018 - 5/15/2019	-	2
2621_ELAMath 1	Wednesday	3rd	9/18/2018 - 5/5/2019	-	1
2621_ELAMath K	Wednesday	3rd	9/18/2018 - 5/15/2019	-	Pre K, K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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	110	20.90	0.00	0.00	40.00	10.00
01	142	16.20	0.00	0.00	41.50	7.70

Data For: 2017-2018 (Last updated: 7/18/2018)

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
02	132	17.40	0.00	0.00	10.60	5.30
03	121	15.70	0.00	0.00	32.20	5.80
04	144	13.20	3.50	0.00	32.60	5.60
05	146	13.00	2.10	0.00	30.80	6.20

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

Teachers are implementing LLI in classrooms for struggling students.

Interventions used in small group/one-on-one in ELA and Math as well as intensive reading blocks

- Elements of Vocabulary
- i-Ready
- Toolbox (i-Ready)
- Touch Math
- Support Coach
- Modern Curriculum for Phonics
- Quick Reads
- Phonics for Reading
- Great Leaps

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/11/2018 - 5/28/2019	9:00 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	

Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
2621_ByLaws.pdf	October	SAC ByLaws	10/30/2018
SAC-Dates.docx	October	None	10/15/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	331	154 of 210	-331	116	231

Goals

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?

Across the board, ELA, Math, and Science are areas in which to improve to increase SES band data, especially our lowest 25%. These areas were chosen due to FSA scores in proficiency, learnings gains, and lowest 25%.

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?

Tamarac plans to use its PLC to improve teaching and learning in order to increase performance within the SES Band. This year's focus is on interventions, small group instruction, and standards based instruction. Results used from formative assessments, i-Ready, and BAS will assist teachers in molding small groupings and differentiating instruction. Teachers are creating lessons and centers to assist students with new learning and material that is differentiated for various levels in the classroom.

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

The continued implementation of Webb's Depth of Knowledge with learning tasks in addition to moving low achieving students to on-level and those on-level to show learning gains. Teachers are integrating more DOK tasks, Tier 2 vocabulary and questioning to deepen knowledge. Teachers will also be infusing other subject areas within the literacy block for a balanced literacy approach school-wide.

What specific school-level progress monitoring data is collected and how often?

There are 3 windows for diagnostic testing for i-Ready in ELA and Math. In between windows, teachers are monitoring daily usage of i-Ready and students progress of meeting their goals. Students in grades 2-5 will also be assigned assessments through i-Ready Standards Mastery which focuses on specific FSA standards. These are scheduled depending on grade level IFC's. Teachers are monitoring daily through informative and formative assessments weekly.

How does the school ensure the fidelity of students not progressing towards school and district goals?

Teachers are using small group instruction in their ELA and Math blocks. Tamarac has an intervention room filled with various interventions set for Tier II and Tier III. Support staff monitors grade level interventions and data.

How does the school ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

Teachers use differentiation based on data from i-Ready and BAS. In math, teachers use the prerequisite test and i-Ready data to differentiate lessons for all learners. Administration and instructional coaches conduct walkthroughs and observations during specified times. Administration reviews lesson plans and support staff work with grade levels to ensure lessons are aligned to the appropriate instructional design for all.

How does the school ensure Tier 1 Standards-Based classroom instruction is being implemented properly and effectively?

Administration and instructional coaches conduct weekly walkthroughs. Also formal and informal observations and lesson plan checks are conducted by administration. Coaches provide support and professional development for classroom instruction.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

Teachers acquire additional informational text from various resources, News ELA, periodicals (Time for Kids), and Scholastic News.

How does your school implement the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills?

Teachers implement LEAPS lessons in their classrooms such as 2x10. The guidance counselor is going to classrooms with mini lessons on SEL as well as school-wide activities promoting SEL standards.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

- LEAPS lessons are used school-wide in classrooms as part of instruction.

- Teachers use PBIS and positive behavior interventions and support.
- Incorporate Broward County Public Schools social teaching practices.
- Incorporating Start with Hello

How does your school-wide policy and practices support the social emotional learning for students?

- Create an environment where all students feel welcome
- Students are given skills to function in the school environment
- Skills to problem solve and communicate with students and adults
- Strategies to cope with a variety situations that they encounter at school

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Title Curriculum Events	Jen Austin	6/1/2018		\$0.00
LEC Camp	Jen Austin and Joe Judkowitz	6/1/2018		\$0.00
Parent Link and Monthly Newsletters	Dana Thomson and Jen Austin	6/1/2018		\$0.00
CARE, BEST, FSA: Professional Development	Leadership Team	6/1/2018	Training on Employee Planning Days and trainings provided by the district.	\$11,000.00
ELO Camps	Jen Austin	6/1/2018		\$11,000.00

School Improvement Plan (SIP)

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