School Improvement Plan (SIP)

School Name   Banyan ES (2001)

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
Banyan Science PLC	Wednesday	1st3rd	8/22/2018 - 5/22/2019	2:00 PM - 3:00 PM	3, 4, 5
Banyan Elementary Reading	Thursday	2nd4th	8/29/2018 - 5/22/2019	2:00 PM - 3:00 PM	2, 3, 4, 5
Banyan Math PLC	Wednesday	1st3rd	8/22/2018 - 5/22/2019	2:00 PM - 3:00 PM	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	90	14.40	3.30	0.00	36.70	7.80
01	85	14.10	0.00	0.00	35.30	9.40
02	100	15.00	0.00	0.00	14.00	2.00
03	110	10.00	1.80	0.00	24.50	4.50
04	128	7.00	0.00	0.00	35.90	2.30
05	114	16.70	0.00	0.00	23.70	3.50

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

The intervention strategies used are the BAS system, which are perfromed 3 times yearly, as well as Easy CBM across Rti comprehension intrvention. We also look at monthly standards mastery mock assessments, as well as IReady assessments given 4 times yearly .
IReady is our supplemental curriculum for Grades K-5, Leveled Literacy LLI, Quick Reads, and Journeys Write in reader are used for small intervention groups.
The CPS team meets on a weekly basis to moinitor all students in RtI, and how they are progressing towards their individual goals, all students are closely monitored by the Reading Coach, RtI Coordinator, and clssroom teacher. When students are not progressing, their interventions are revised or the amount of time needed to implement the interventions is adjusted.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th, 5th	9/3/2018 - 6/6/2019	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	
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
sacompisition2018.pdf	October	None	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
2	346	78 of 137	4	104	207

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?

Reading will be the focus this year for improving student achievement due to our FSA Score dropping 5 percentage point last year and reading is the foundation for all subject 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?

We wil be implementing Professional learning communities, in order to increase performance within the SES Band.

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

We will conduct weekly Professional Learning Communities with a laser focus on guided reading. In PLC's we will be analyzing students' data, collaboratively developing differentiated lesson plans utilizing the Continuum as a guide, work collaboratively to unwrap the Florida State Standards, and monitor the progress of all students with special attention given to our lowest quartile group. This planning will include step by step instructions, research base remediation and enrichment components, various teaching materials, strategies, and websites information that will enhance student achievement. All teachers in Grades K-2 will be required to attend the Guided Reading Training. Administration and the Literacy Coach will monitor their progress through weekly walkthroughs and provide constructive feedback. In addition, we will be progress monitoring with standard base assessments in Grades K-1 and a computer base assessment (i.e., iReady) in Grades 2-5 that align closely to the actual Florida State Assessment (FSA) given in April through May. Our data chats will focus on analyzing monthly mock data, sharing best teaching practices, enhancing instructional plans, and monitoring the academic progress of all students with special attention given to our lowest quartile group. Finally, the Literacy Coach will do the following: conduct monthly PD; model Guided Reading Lessons on an as needed basis; identify a time to meet with teachers to ensure rigor and complexity is embedded in centers; provide teachers with a framework for the literacy block; and identify what the teachers and students should be doing differently at each stage of instruction

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

The specific school level progress data we will be collecting will montly Mock Assessments given 4 times a year starting in November and ending in April, ths is in conjunction with I-Ready Assessments which are done 3 times a year, once at the beginning of the year, the second is in January, and the last one is in May. These assessments are given, and used in data chats between teachers and administration to address weaknesses, and strengths and the interventions which will be used to help in curriculum planning based on the classroom

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

We conduct weekly Response to Intervention meetings to monitor data, discuss and develop action plans as needed to ensure that all students are progressing academically. We facilitate bi-weekly professional

development to strengthen teachers' teaching skills, and administration conduct weekly walkthroughs to ensure that productive teaching and learning is taking place

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)?

We utilize the following three principals of (UDL):

- **Multiple means of representation:** Video captioning and video description (i.e., adding text or audio to describe what happens in a video to support access by persons with visual difficulties); highlighted vocabulary in subject matter content, such as science and social studies materials; main ideas offered through graphic organizers; vocal directions matched with printed and visual/image representations (e.g., pictured directions in learning centers); pre-teaching opportunities for new vocabulary and concepts; color shading used for emphasis; visual cueing for feedback during class.
- **Multiple means of action and expression:** Models of expert performance provided using differing approaches; paired voice with visual displays; outlines of subject matter content; use of *Interactives: Elements of a Story* to teach narrative structures.
- **Multiple means of engagement:** Choice of topics for projects; simple self-monitoring checklists in learning centers for students to self-assess completion and accuracy; consistent attention-getting techniques that use visual as well as auditory cues; paired peers to share small-group activities.

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 reading program we use for Kindergarten through fifth grade is Journey's. We use Ready and the Scholastic Readers for our supplement programs. K-3 uses Leveled Literacy Instruction (LLI) for their intervention program and in 4th and 5th we use Journeys Write in Reader and Journey's Toolkit. In addition, we ensure that all students have access to a variety of text in their classroom libraries, school book room and Scholastic shorts reads.

School Improvement Plan (SIP)

School Name   Banyan ES (2001)

School Year   2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

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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)

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BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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Accreditation Standard	**Overall Rating**
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No Evidence/Artifacts

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School Improvement Plan (SIP)

School Name   Central Park ES (2641)

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
Teaching Florida Standards Through Interdisciplinary Curriculum	Monday Wednesday Thursday Friday		8/8/2018 - 3/22/2019	10:00 AM - 1:00 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)

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	8.60	0.00	0.00	17.80	3.70
01	176	9.10	0.00	0.00	17.00	1.70
02	175	8.60	1.10	0.00	12.00	0.60
03	157	7.60	0.60	0.00	6.40	1.90
04	178	7.90	0.60	0.00	10.10	1.10
05	173	12.10	0.00	0.00	8.70	1.20

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

All students are initially screened in all content areas to determine preliminary abilities and levels for instruction. Explicit teacher modeling and direct teaching are part of daily instruction. Classroom instructional plans and implementation reflect the accommodations for those ESE children on IEP plans, children needing 504 accommodations, and those requiring ESOL strategies. Differentiated instruction is embedded in daily direct instruction, the gradual release model is implemented leading to differentiated learning centers and cooperative learning. Organizational supports are embedded in instruction including, but not limited to, graphic organizers and note taking. Small group instruction is also part of the instructional routine to further differentiate and address those students requiring remediation to ensure proficiency of grade level Standards. Data chats with administration and teachers, as well as data chats with teachers and students, assist in monitoring and planning for continued instructional differentiation. Starting at the end of the first quarter marking period, children that continue to exhibit difficulty with grade level Standards, as evidenced through their data, are placed on a Progress Monitoring Plan (PMP) in reading and/or mathematics. They are more frequently progress monitored, with double dose of instruction in small group settings. Those continuing to exhibit difficulties in student learning gains are considered for a higher level of support through the Response to Intervention model. Programs currently utilized in grades K-5 include: Leveled Literacy Intervention, Go Math Strategic Intervention (Tier 2), and Tier 3 Go Math Intensive Intervention (Tier 3). Additional early warning indicators including excessive absences and habitual tardiness are addressed by the classroom teacher with both parents and administration.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th, 5th	9/11/2018 - 5/20/2019	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	

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
2641_SAC_Composition_Report.pdf	October	A+ Funds	10/22/2018
2641_SAC_09262018.pdf	September	Developed	10/7/2018
2641_SAC-_08292018.pdf	August	SAC ByLaws	10/7/2018
2641_SAC-Bylaws_092618.pdf	August	SAC ByLaws	10/5/2018

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	484	28 of 119	1	35	70

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?

Central Park Elementary will be focusing on ELA of our lowest 25 percentile students. Based on our FSA ELA Data, our ELA Learning gains score in 2018 was 58%, which demonstrated a decrease from the 2017 FSA ELA where we scored 63% learning gains. We had a decrease of 5 percentage points. Our lowest quartile learning gains in ELA continues to be an area of weakness. Our focus this year is to improve our Tier I and Tier 2 instruction utilizing higher order questions with higher text complexity.

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

In our Professional Learning Community (PLC), collaborative team planning is being done to align the Standards being taught with the ELA Test Specifications, and Deconstructed Standards. Systematic instructional adjustments are planned for to ensure the assessments (including formatives) are used to plan for remediation and enrichment within the CARE (Curriculum, Assessment, Remediation, Enrichment) cycle. Best practices are also shared in the team PLCs. Again, within the CARE cycle, Reading curriculum planning focuses on incorporating the Standards within all content areas, with emphasis on performance tasks to deepen understanding and advance students within the performance scales.

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

BEST practices will be scaled up by ensuring that more frequent data chats, data analysis, and target goals specific to each student's ELA needs are planned for and implemented in the classroom. Small group instuction, as well as more frequent monitoring to analyze the progress of the student will be implemented and instructin will be adjusted as evidenced by the data analysis reviewed weekly at team planning meetings.

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

School-level progressing monitoring is formally collected three times a year using the Benchmark Assessment System (BAS) for all students in grades kindergarten through third grade, and for Level 1 and 2 FSA ELA students in grades 4 and 5. In addition, the i-ready Diagnostic assessment is administered on the computer

three times a year in ELA and Math. Also, Standards Mastery is administered on the computer through i-Ready. Students also are progress monitored in the classroom through formative and summative end of chapter assessments in the classroom in both written reading and math.

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

For children not progressing, teachers implement different Tier 1 strategies and document them in BASIS. If collected data exhibits no or little progress teacher will then refer the student to RTI. The MTSS/RTI Committee will set-up a date and time for the teacher to review with the committee all collected data. A more intensive intervention will be recommended on a more frequent basis and closely monitored. Classroom teacher will meet with MTSS/RTI Committee to review Tier 2 intervention 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)?

In the Universal Design for Learning (**UDL**) the learning aims to meet various needs and create a more effective learning environment for students of all abilities. To achieve this at Central Park, data is frequently collected and anlayzed for remediation, enrichment or students that are on trck with grade level expectations. Based on this data, small grou instuciton is implemented with specific identified, meausreable goals and targeted skills to be implemented within these groups. In addition, differentiated centers for independent practice is created to allow students of varying abilities to access learning on their specific instrucitonal level. Students in i-Ready are put on specific learnning paths based on their Diagnostic test results to allow additional practice in both reading and math skills on specific instructional levels.

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

Tier 1 Standards-Based classroom instruction is discussed and planned for at each week's team meetings based on the target goals of the grade's Florida Standards. The Principal, Assistant Principal, or Literacy Coach are always in attendance during these planning meetings to ensure Standards based Tier 1 instruction is planned properly. In addition, formal and informal observations are done by administration to observe Tier 1 strategies being implemented. Small group instruciton and differentiated centers are required in all classrooms in order to meet the needs of all learners through Tier 1 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?

Core Instruction - Journeys, Science A-Z, StemScopes, Scholastic, Social Studies Leveled Readers

Supplemental Instruction - Scholastic Leveled Readers (Literary and Informational Text), Scholastic News, Science Spin, Storyworks, iReady LAFS and Mathematics Integrated Learning System, Newsela

Intervention Programs - Leveled Literacy Intervention

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

Our school received a grant for the Sanford Harmony Program. The goal of Harmony is to incorporate specialized teaching strategies into classroom activities in an effort to reduce bullying, and help develop the youth of today into tolerant, compassionate, and caring adults for the future.

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

Lessons provide explicit, step-by step instructions to teach students social and emotional competencies across the five core competency clusters. General teaching practices that create classroom and schoolwide conditions facilitate and support social and emotional development in students. Integration of skill instruction and practices support SEL within the context of our academic curriculum. We have aligned the Kids of Character Traits with the five core competencies within our school curriculum to support students' social and emotional development as a schoolwide initiative.

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

Positive school climate creates environmental conditions likely to support healthy social and emotional development in students, and when students have strong social and emotional skills they are likely to contribute to positive school climate.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
We will implement Leveled Literacy Intervention, IReady LAFS Online Program	Classroom Teachers, Administration, and Support Staff	5/20/2019	N/A	$0.00
Tier 1 Core Instruction, IReady LAFS Online Program, Scholastic News, Science Spin, Storyworks, Scholastic Guided Leveled Readers	Classroom Teachers, Administration, and Support Staff	5/20/2019	N/A	$1,000.00

School Improvement Plan (SIP)

School Name   Discovery ES (3962)

School Year   2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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Discovery Elementary 2018-2019 Professional Learning Communities	Wednesday	2nd4th	9/12/2018 - 5/23/2018	2:30 PM - 3:30 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

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01	152	13.20	0.00	0.00	12.50	2.60
02	150	10.00	0.00	0.00	12.70	2.70
03	189	8.50	1.60	0.00	15.30	3.70
04	182	8.80	0.00	0.00	20.90	3.80
05	175	5.70	0.00	0.00	10.90	0.60

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

The interventions that are being employed at Discovery Elementary to improve the academic performance of the students identified by the early warning system are as follows: First, we investigate what indicators they are exhibiting and establish the correct intervention/plan. Then, depending what the outcome is we provide a mentor, complete home visits, create rewards, involve service providers, create special activities to increase participation and/ or interest, use a push/ pull-out model to assist in working to close the gaps of standards that students are not proficient in (Case by Case Basis). We also create positive relationships with the students and set high expectations for homework, attendance, behavior, and academic excellence.
The interventions are put in place on a case by case basis through the use of various researched based reading programs such as: the Journey's Write-in Reader, Sight Word Fluency, Oral Reading Fluency (ORF), Benchmark Assessment (BAS), Super QAR, Wilson's Fundations, Element of Vocabulary, i-Ready, Reflex Math, Quick Reads, Fountas and Pinnell Phonics, Spelling, and Word Study System, and the Reading Intervention Program.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 3rd	9/17/2018 - 5/21/2019	8:30 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	
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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SAC-Agenda_9-26-18.pdf	September	Monitored	10/11/2018
SAC-Minutes-9.26.18.pdf	September	Monitored	10/11/2018

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	468	22 of 210	1	47	94

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 areas below will primarily be the focus for improving student achievement. These strands were identified as the areas of weaknesses based on the 2018 FSA scores.
ELA:
Integration of Knowledge and Ideas
Key Ideas and Details

Math:
Measurement Data, and Geometry

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?

Discovery Elementary will continue to monitor these math and ELA strands through our Professional Learning Communities (PLCs). The teachers will also use the Prompting Guides, Literacy Continuum, and Data to guide instruction, differentiate centers, and target specific areas of need. We will also incorporate the districts new initiative Debate, in grades 3-5. Teachers will integrate and evaluate content presented in diverse media and formats including visually and quantitatively as well as in words.

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

PLCs

- These practices will be scaled up by allowing teachers to collaborate and work together to analyze their data and identify the needs of the lowest quartile in reading.

- Teachers will problem solve how to meet these needs by sharing best practices and identifying research-based resources to enhance this subgroups achievement.
- Teachers will follow Broward County's CARE Cycle and ensure that they are remediating and enriching the students

Balanced Literacy

- Teachers will use BAS Data to Identify reading levels of these students
- Teachers will model what proficient readers sound like in an interactive read-aloud, targeting specific standards and exposing them to on level vocabulary and text
- Teachers will have shared readings to dive deeper into On level text
- Teachers will conduct guided reading groups using the instructional level of the students
- Teachers will allow time for independent reading and writing so students can apply their newly learned skills. This will allow time for double dose and interventions to close gaps and raise achievement in this subgroup.

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

- Benchmark Assessment Systems (BAS) is conducted three times a year or more as needed.
- Checkpoints are conducted quarterly in Math, ELA, Science, and Writing.
- IReady is conducted three times a year.
- Beginning, Middle, and End of year Go Math assessments are also conducted.
- STAR is conducted quarterly

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

Students are placed into RTI and receive tier 2 and tier 3 interventions. These interventions are monitored by the MTSS team. The interventions are put in place on a case by case basis through the use of various researched based reading programs such as: the Journey's Write-in Reader, Sight Word Fluency, Oral Reading Fluency (ORF), Benchmark Assessment (BAS), Super QAR, Wilson's Fundations, Element of Vocabulary, i-Ready, Reflex Math, Quick Reads, Fountas and Pinnell Phonics, Spelling, and Word Study System, and the Reading Intervention Program.

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)?

Through PLCs and common planning time, teachers are able to collaborate and plan high-quality core instruction. The teachers are focused on utilizing the components of a balanced literacy framework to meet the varied needs of all learners. Teachers are learning to use the Literacy Continuum, prompting guides, and Data differentiate and individualize instruction based on the needs identified. During PLCs the teachers are brainstorming and sharing ideas of different ways of stimulating students' interest and motivation for learning, different ways to present information and content, and different ways that students can express what they know based on their individualized needs.

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

Focused walk throughs will be conducted to monitor that the components of balanced literacy are evident and being done correctly. Teacher leaders will be provided opportunities to attend trainings and will be responsible to share in PLCs.

- Teachers will use BAS Data to Identify reading levels of these students
- Teachers will model what proficient readers sound like in an interactive read-aloud, targeting specific standards and exposing them to on level vocabulary and text
- Teachers will have shared readings to dive deeper into On level text
- Teachers will conduct guided reading groups using the instructional level of the students
- Teachers will allow time for independent reading and writing so students can apply their newly learned skills. This will allow time for double dose and interventions to close gaps and raise achievement in this subgroup.

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?

At Discovery Elementary School teachers use content area anchor texts for read alouds and authentic leveled literature and informational texts for guided reading and independent work. Interventions are used based on the need some of the use of various researched based reading programs such as: the Journey's Write-in Reader, Sight Word Fluency, Oral Reading Fluency (ORF), Benchmark Assessment (BAS), Super QAR, Wilson's Fundations, Element of Vocabulary, i-Ready, Reflex Math, Quick Reads, Fountas and Pinnell Phonics, Spelling, and Word Study System, and the Reading Intervention Program. .

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

Discovery Elementary provides direct instruction in skills that enable students to succeed in college, career, and life by being responsible citizens and decision makers. By teaching and embedding these standards we are enabling students to see themselves and others in a positive light, manage emotions, set and achieve goals and solve problems they encounter effectively.

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

These five competencies of Social and Emotional Learning are explicitly taught several ways. It is promoted through explicit instruction and also integrated across classroom instruction and academic curriculum. Some examples are how the teachers build relationships with their students, how the students build relationships with each other, and how conflict and discipline are addressed.

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

At Discovery Elementary we put a focus on building relationships between student-student, adult-student, and adult-adult. We also have implemented a use positive behavior plan that focuses on positive discipline policies. As well as invest time and resources for inside and outside of the classroom.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Browards CARE Cycle	Inservice Facilitor, Administration, Curriculum	5/23/2019	None	None
	Curriculum Specialist/ Adminstration Team	6/3/2019	Balanced Literacy Trainings	$5,000.00

School Improvement Plan (SIP)

School Name Discovery ES (3962)

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
Discovery Elementary 2018-2019 Professional Learning Communities	Wednesday	2nd4th	9/12/2018 - 5/23/2018	2:30 PM - 3:30 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

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
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	153	15.70	0.00	0.00	22.20	6.50
01	152	13.20	0.00	0.00	12.50	2.60
02	150	10.00	0.00	0.00	12.70	2.70
03	189	8.50	1.60	0.00	15.30	3.70
04	182	8.80	0.00	0.00	20.90	3.80
05	175	5.70	0.00	0.00	10.90	0.60

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

The interventions that are being employed at Discovery Elementary to improve the academic performance of the students identified by the early warning system are as follows: First, we investigate what indicators they are exhibiting and establish the correct intervention/plan. Then, depending what the outcome is we provide a mentor, complete home visits, create rewards, involve service providers, create special activities to increase participation and/ or interest, use a push/ pull-out model to assist in working to close the gaps of standards that students are not proficient in (Case by Case Basis). We also create positive relationships with the students and set high expectations for homework, attendance, behavior, and academic excellence.
The interventions are put in place on a case by case basis through the use of various researched based reading programs such as: the Journey's Write-in Reader, Sight Word Fluency, Oral Reading Fluency (ORF), Benchmark Assessment (BAS), Super QAR, Wilson's Fundations, Element of Vocabulary, i-Ready, Reflex Math, Quick Reads, Fountas and Pinnell Phonics, Spelling, and Word Study System, and the Reading Intervention Program.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 3rd	9/17/2018 - 5/21/2019	8:30 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

CONTINUOUS IMPROVEMENT

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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
3	468	22 of 210	1	47	94

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 areas below will primarily be the focus for improving student achievement. These strands were identified as the areas of weaknesses based on the 2018 FSA scores.
ELA:
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Key Ideas and Details

Math:
Measurement Data, and Geometry

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?

Discovery Elementary will continue to monitor these math and ELA strands through our Professional Learning Communities (PLCs). The teachers will also use the Prompting Guides, Literacy Continuum, and Data to guide instruction, differentiate centers, and target specific areas of need. We will also incorporate the districts new initiative Debate, in grades 3-5. Teachers will integrate and evaluate content presented in diverse media and formats including visually and quantitatively as well as in words.

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- Teachers will problem solve how to meet these needs by sharing best practices and identifying research-based resources to enhance this subgroups achievement.
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How does the school ensure Tier 1 Standards-Based classroom instruction is being implemented properly and effectively?

Focused walk throughs will be conducted to monitor that the components of balanced literacy are evident and being done correctly. Teacher leaders will be provided opportunities to attend trainings and will be responsible to share in PLCs.

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

Discovery Elementary provides direct instruction in skills that enable students to succeed in college, career, and life by being responsible citizens and decision makers. By teaching and embedding these standards we are enabling students to see themselves and others in a positive light, manage emotions, set and achieve goals and solve problems they encounter effectively.

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

These five competencies of Social and Emotional Learning are explicitly taught several ways. It is promoted through explicit instruction and also integrated across classroom instruction and academic curriculum. Some examples are how the teachers build relationships with their students, how the students build relationships with each other, and how conflict and discipline are addressed.

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

At Discovery Elementary we put a focus on building relationships between student-student, adult-student, and adult-adult. We also have implemented a use positive behavior plan that focuses on positive discipline policies. As well as invest time and resources for inside and outside of the classroom.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Browards CARE Cycle	Inservice Facilitor, Administration, Curriculum	5/23/2019	None	None
	Curriculum Specialist/ Adminstration Team	6/3/2019	Balanced Literacy Trainings	$5,000.00

School Improvement Plan (SIP)

School Name   Horizon ES (2531)

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
Jan Richardson (ELA) Grades K-5 (Different grade levels meet on different days and times during the week) Math Grades 3-5 (Meetings will be on Thursdays)	Monday Tuesday Wednesday Thursday Friday	1st2nd3rd4th5th	8/27/2018 - 5/24/2019	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)

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	85	21.20	0.00	0.00	15.30	4.70
01	103	10.70	1.90	0.00	20.40	3.90
02	88	15.90	4.50	0.00	17.00	6.80
03	111	13.50	2.70	0.00	8.10	0.90
04	107	12.10	2.80	0.00	22.40	5.60
05	97	14.40	2.10	0.00	26.80	8.20

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

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

Early academic screening to identify students with difficulties and low performance scores to determine placement of students (ELA and Math) into the RTI process is done during the school year by classroom teachers, support staff, and administration.The school employs a reading teacher (who works a 53% week) who pulls small groups of struggling readers in grades 3-5. The school also has three additional staff members that teach LLI to grades K-4 along with a resource teacher who pulls small groups in grades 1-5. We have volunteers from the American Reads Program and America Counts Program who work with critically low students on a one-to-one basis. The school is using i-ready remediation and acaletics (math) computer programs to assist in targeting low performance students.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/26/2018 - 5/22/2019	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

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SAC-10_11_2018.pdf	October	Monitored	10/19/2018
SAC-09_06_2018.pdf	September	SAC ByLaws	9/13/2018

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	373	88 of 210	-373	95	189

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?

We will continue to work on improving our student achievement in the subject areas of Math/ELA in grades 3-5. This area was chosen due to our FSA scores from the 2017-2018 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?

We will utilize the i-ready program in both Math and ELA. Also, we will continue the Math program Acaletics to align with our math standards. Teachers will also have morning Math and ELA to improve basis math skills and reading skills in grades K-5. We will also start in February FSA camp for both Math and ELA for our lowest performing students. Resource teacher and reading teacher will also do push-in into classrooms that have the lowest quartile students for extra support in both Math and ELA.

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

In February, FSA camp will be offered to our lowest performing students. Acaletics math program will focus in on our lowest 30 percentile in grades 3-5, where teachers will make smaller group instruction. ELA will target the lowest 30 percentile with LLI groups, small group instruction and individual lessons on i-ready computer program. Support staff will also be working with our lowest performing students. Best practices will be scaled up also, by grade and vertical teaming aligned to the standards. We will also again have the support in Math from the Acaletics help center and the i-ready help desk for added support for student achievement.

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

We collect data by the following:
BAS every quater and every new student to Horizon
i-ready reading and math monthly standards mastery test
Schoolcity quarterly testing in ELA, Math and Science (3 times per year)
Acaletics Math monthly scrimmage
Teacher made tests and projects
Formal and informal testing and quizes
3rd grade leadership test

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

We will have students who are not making progress in the areas of ELA and Math work in small group instruction with classroom teacher, LLI instructors will push-in and pull-out low performing students, Reading Coach and Resource teacher will provide materials and support, America Reads and Counts will provide individual tutor support, i-ready and myon computer programs for individual lessons in reading, and all low performing students will be invited to FSA/i-ready camp for added reinforcement of skills.

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)?

Data chats for data collection from teachers to make sure that teachers are aware of where students currently performing. Teachers also attend bi-weekly PLC meetings to ensure that instruction materials are being delivered effectively. Administration also does feedback walk-throughs to ensure that effective instruction is being used on a daily basis.

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

PLC planning for both ELA and Math along with classroom walk-throughs from Administration and support staff. Teachers also have resources from reading coach and other support staff.

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?

All grades K-5 have the following for core, supplemental and intervention:
i-ready reading and math, myon reading program, Journeys (ELA), Go Math, and Stemscopes Science.
Grades 2-5 LAFS books
Grades 3-5 LAFS books, and Acaletics Math
Reading resource room for all grade levels (ELA,Math,Social Studies, and Science)
Classroom teachers have tools to balance the variety of mediums. Support staff also supplies teachers with materials that may be needed in all subject areas.

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 have weekly class meetings in grades K-5 to discuss issues that students may be having and to go over classroom rules and expectations. Harmony lessons are also taught by classroom teachers and the leaps program is also used in many classroom for reinforcement of social skills and behavior. We also have positive referrals that are given out by classroom teachers, support staff and administration. Each quarter we also have started our all star dance for students in grades 2-5. Guidance counselor also has lesson that are shared with individuals and classrooms when needed.

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

Self awareness, Self management, Social awareness, Relationship skills, Responsible decision making
All five competencies are taught in the classroom on a weekly basis. Teachers use Harmony lessons and leaps. They also intergrade the 5 competencies   into different subject areas when they are teaching specific skills.

Our school also uses the five competencies in our lunch room, hallways, recess, and specials. The students are aware that them must work on making the right choices in all aspects of the school environment. The skills are taught to ensure that all students will be successful as learners as well in life.

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

Our SEL programs ensure that our students are given the tools to be successful citizens in and out of school. We support students by teaching strategies that will help them in decision making and building positive relationships. These lessons will be a guide to help them with their future path in life.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Continue to use Stategies/Activities that will increase student skills in the areas of ELA, Math, and Science	Administration and Support Staff	6/4/2019	Professional Development will depend on the needs of the students and teachers	$4,057.00

School Improvement Plan (SIP)

School Name   Horizon ES (2531)

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
Jan Richardson (ELA) Grades K-5 (Different grade levels meet on different days and times during the week) Math Grades 3-5 (Meetings will be on Thursdays)	Monday Tuesday Wednesday Thursday Friday	1st2nd3rd4th5th	8/27/2018 - 5/24/2019	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)

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	85	21.20	0.00	0.00	15.30	4.70
01	103	10.70	1.90	0.00	20.40	3.90
02	88	15.90	4.50	0.00	17.00	6.80
03	111	13.50	2.70	0.00	8.10	0.90
04	107	12.10	2.80	0.00	22.40	5.60
05	97	14.40	2.10	0.00	26.80	8.20

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

Early academic screening to identify students with difficulties and low performance scores to determine placement of students (ELA and Math) into the RTI process is done during the school year by classroom teachers, support staff, and administration. The school employs a reading teacher (who works a 53% week) who pulls small groups of struggling readers in grades 3-5. The school also has three additional staff members that teach LLI to grades K-4 along with a resource teacher who pulls small groups in grades 1-5. We have volunteers from the American Reads Program and America Counts Program who work with critically low students on a one-to-one basis. The school is using i-ready remediation and acaletics (math) computer programs to assist in targeting low performance students.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/26/2018 - 5/22/2019	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
SAF-bylaws-18_19.pdf	October	SAF ByLaws	10/25/2018
SAC-10_11_2018.pdf	October	Monitored	10/19/2018
SAC-09_06_2018.pdf	September	SAC ByLaws	9/13/2018

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	373	88 of 210	-373	95	189

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?

We will continue to work on improving our student achievement in the subject areas of Math/ELA in grades 3-5. This area was chosen due to our FSA scores from the 2017-2018 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?

We will utilize the i-ready program in both Math and ELA. Also, we will continue the Math program Acaletics to align with our math standards. Teachers will also have morning Math and ELA to improve basis math skills and reading skills in grades K-5. We will also start in February FSA camp for both Math and ELA for our lowest performing students. Resource teacher and reading teacher will also do push-in into classrooms that have the lowest quartile students for extra support in both Math and ELA.

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

In February, FSA camp will be offered to our lowest performing students. Acaletics math program will focus in on our lowest 30 percentile in grades 3-5, where teachers will make smaller group instruction. ELA will target the lowest 30 percentile with LLI groups, small group instruction and individual lessons on i-ready computer program. Support staff will also be working with our lowest performing students. Best practices will be scaled up also, by grade and vertical teaming aligned to the standards. We will also again have the support in Math from the Acaletics help center and the i-ready help desk for added support for student achievement.

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

We collect data by the following:
BAS every quater and every new student to Horizon
i-ready reading and math monthly standards mastery test
Schoolcity quarterly testing in ELA, Math and Science (3 times per year)
Acaletics Math monthly scrimmage
Teacher made tests and projects
Formal and informal testing and quizes
3rd grade leadership test

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

We will have students who are not making progress in the areas of ELA and Math work in small group instruction with classroom teacher, LLI instructors will push-in and pull-out low performing students, Reading Coach and Resource teacher will provide materials and support, America Reads and Counts will provide individual tutor support, i-ready and myon computer programs for individual lessons in reading, and all low performing students will be invited to FSA/i-ready camp for added reinforcement of skills.

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)?

Data chats for data collection from teachers to make sure that teachers are aware of where students currently performing. Teachers also attend bi-weekly PLC meetings to ensure that instruction materials are being delivered effectively. Administration also does feedback walk-throughs to ensure that effective instruction is being used on a daily basis.

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

PLC planning for both ELA and Math along with classroom walk-throughs from Administration and support staff. Teachers also have resources from reading coach and other support staff.

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?

All grades K-5 have the following for core, supplemental and intervention:
i-ready reading and math, myon reading program, Journeys (ELA), Go Math, and Stemscopes Science.
Grades 2-5 LAFS books
Grades 3-5 LAFS books, and Acaletics Math
Reading resource room for all grade levels (ELA,Math,Social Studies, and Science)
Classroom teachers have tools to balance the variety of mediums. Support staff also supplies teachers with materials that may be needed in all subject areas.

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 have weekly class meetings in grades K-5 to discuss issues that students may be having and to go over classroom rules and expectations. Harmony lessons are also taught by classroom teachers and the leaps program is also used in many classroom for reinforcement of social skills and behavior. We also have positive referrals that are given out by classroom teachers, support staff and administration. Each quarter we also have started our all star dance for students in grades 2-5. Guidance counselor also has lesson that are shared with individuals and classrooms when needed.

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

Self awareness, Self management, Social awareness, Relationship skills, Responsible decision making
All five competencies are taught in the classroom on a weekly basis. Teachers use Harmony lessons and leaps. They also intergrade the 5 competencies into different subject areas when they are teaching specific skills.

Our school also uses the five competencies in our lunch room, hallways, recess, and specials. The students are aware that them must work on making the right choices in all aspects of the school environment. The skills are taught to ensure that all students will be successful as learners as well in life.

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

Our SEL programs ensure that our students are given the tools to be successful citizens in and out of school. We support students by teaching strategies that will help them in decision making and building positive relationships. These lessons will be a guide to help them with their future path in life.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Continue to use Stategies/Activities that will increase student skills in the areas of ELA, Math, and Science	Administration and Support Staff	6/4/2019	Professional Development will depend on the needs of the students and teachers	$4,057.00

School Improvement Plan (SIP)

School Name   Meadowbrook ES (0761)

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
CARE	Wednesday	2nd4th	8/9/2018 - 5/29/2019	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)

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
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	118	27.10	0.00	0.00	40.70	10.20
01	120	21.70	0.00	0.00	40.80	14.20
02	116	19.80	0.00	0.00	50.00	10.30
03	120	22.50	0.80	0.00	25.00	10.80
04	126	15.90	0.80	0.00	25.40	5.60
05	102	18.60	0.00	0.00	24.50	8.80

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

Early academic screening to identify students with difficulties and low performance scores to determine placement of students (ELA and Math) into the RTI process is done during the school year by classroom teachers, support staff, and administration.The school employs a reading teacher (who works a 53% week) who pulls small groups of struggling readers in grades 3-5. The school also has three additional staff members that teach LLI to grades K-4 along with a resource teacher who pulls small groups in grades 1-5. We have volunteers from the American Reads Program and America Counts Program who work with critically low students on a one-to-one basis. The school is using i-ready remediation and acaletics (math) computer programs to assist in targeting low performance students.

RtI Team Meeting Schedule

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

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th	9/6/2018 - 5/30/2019	8:15 AM - 2:15 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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SAC-meeting-10-23-signin.pdf	October	Monitored	10/28/2018
BYlaws.pdf	October	SAC ByLaws	10/18/2018
SAc-mtg-9-27-18.docx	October	SAC ByLaws	10/2/2018
SAC-meeting-Sept27.pdf	October	SAC ByLaws	10/2/2018

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
2	379	52 of 137	-379	87	174

School Improvement Plan (SIP)

School Name   Meadowbrook ES (0761)

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
CARE	Wednesday	2nd4th	8/9/2018 - 5/29/2019	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)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
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01	120	21.70	0.00	0.00	40.80	14.20
02	116	19.80	0.00	0.00	50.00	10.30
03	120	22.50	0.80	0.00	25.00	10.80
04	126	15.90	0.80	0.00	25.40	5.60
05	102	18.60	0.00	0.00	24.50	8.80

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

Early academic screening to identify students with difficulties and low performance scores to determine placement of students (ELA and Math) into the RTI process is done during the school year by classroom teachers, support staff, and administration.The school employs a reading teacher (who works a 53% week) who pulls small groups of struggling readers in grades 3-5. The school also has three additional staff members that teach LLI to grades K-4 along with a resource teacher who pulls small groups in grades 1-5. We have volunteers from the American Reads Program and America Counts Program who work with critically low students on a one-to-one basis. The school is using i-ready remediation and acaletics (math) computer programs to assist in targeting low performance students.

RtI Team Meeting Schedule

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

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th	9/6/2018 - 5/30/2019	8:15 AM - 2:15 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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SAc-mtg-9-27-18.docx	October	SAC ByLaws	10/2/2018
SAC-meeting-Sept27.pdf	October	SAC ByLaws	10/2/2018

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
2	379	52 of 137	-379	87	174

School Improvement Plan (SIP)

School Name   Mirror Lake ES (1841)

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
MLE 1841	Tuesday	2nd4th	8/15/2018 - 6/5/2019	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)

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01	98	17.30	0.00	0.00	30.60	8.20
02	116	19.00	0.00	0.00	24.10	6.00
03	109	15.60	0.00	0.00	25.70	6.40
04	104	6.70	0.00	0.00	27.90	1.90
05	93	19.40	0.00	0.00	19.40	6.50

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

1. Start with Hello Program
2. Refresh Welcoming Schools Initiative
3. I-Ready for Reading and Math
4. Focused Support Staff assigned to grade level teams
5. Performance Tasks for Reading, Math and Science
6. AR for all grade levels
7. Science and Math Resource Teachers
8. ELOPE enrichment clubs after school
9. Morning and Afternoon FSA camps

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Friday	1st, 2nd, 3rd, 4th, 5th	8/24/2018 - 5/31/2019	8:30 AM - 1:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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Teaching and Assessing for Learning	
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Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
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Staff-Survey-Result.pdf		10/25/2018
Parent-Survey Result.pdf		10/25/2018

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September-SAC-Agenda.pdf	October	Monitored	10/24/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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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
3	395	68 of 210	3	84	167

School Improvement Plan (SIP)

School Name   Mirror Lake ES (1841)

School Year   2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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An Embedded High Quality RtI Process

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04	104	6.70	0.00	0.00	27.90	1.90
05	93	19.40	0.00	0.00	19.40	6.50

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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2. Refresh Welcoming Schools Initiative
3. I-Ready for Reading and Math
4. Focused Support Staff assigned to grade level teams
5. Performance Tasks for Reading, Math and Science
6. AR for all grade levels
7. Science and Math Resource Teachers
8. ELOPE enrichment clubs after school
9. Morning and Afternoon FSA camps

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Friday	1st, 2nd, 3rd, 4th, 5th	8/24/2018 - 5/31/2019	8:30 AM - 1:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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Accreditation Standard	**Overall Rating**
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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.	

Evidence/Artifacts

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Staff-Survey-Result.pdf		10/25/2018
Parent-Survey Result.pdf		10/25/2018

SCHOOL ADVISORY COUNCIL (SAC)

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SAF-Bylaw-2019.pdf	October	SAF ByLaws	10/24/2018
September-SAC-Agenda.pdf	October	Monitored	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
3	395	68 of 210	3	84	167

School Improvement Plan (SIP)

School Name   Nob Hill ES (2671)

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 ESE K-5	Tuesday	2nd	9/11/2018 - 5/14/2019	-	K, 1, 2, 3, 4, 5
PLC Math Primary	Tuesday	2nd	9/11/2018 - 5/14/2019	-	Pre K, K, 1, 2
PLC Math Intermediate	Tuesday	2nd	9/11/2018 - 5/14/2019	-	3, 4, 5
PLC ELA Intermediate	Tuesday	2nd	9/11/2018 - 5/14/2018	-	3, 4, 5
PLC ELA Primary	Tuesday	2nd	9/11/2018 - 5/14/2019	-	Pre K, K, 1, 2

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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	115	10.40	0.00	0.00	29.60	3.50
01	91	20.90	0.00	0.00	14.30	7.70
02	100	11.00	0.00	0.00	13.00	1.00
03	123	17.90	0.00	0.00	20.30	4.90
04	124	16.90	0.80	0.00	13.70	2.40
05	98	16.30	0.00	0.00	18.40	5.10

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

The RtI team is comprised of the classroom teacher, school administrators, the RtI coordinator, the school psychologist, the guidance counselor, the literacy coach, the ELL coordinator, and several other support personnel. This team meets on a weekly basis to address the needs of struggling students and assure students are being progress monitored.

Intervention strategies employed to increase the academic performance of students include:

- Academic push in groups focusing on the specific needs of students on students instructional level
- Implementation & utilization of Leveled Literacy Intervention (LLI) in grade K-3
- Individual behavior plans that monitor and correct specific student behaviors

- Technology programs that compliment curriculum and provide individual learning paths for students created on their levels
- Classroom teachers, school administrators, and support staff regularly monitor the attendance patterns of students; providing support/resources to families that struggle with consistent school attendance
- School personnel communicate with parents on a regular basis sharing current strengths and weaknesses of students
- Coaches are tracking data on BASIS and BAS

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/28/2018 - 5/28/2019	8:15 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	
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
Sept-SAC-Agenda-.docx	October	Developed	10/16/2018

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	442	28 of 149	-442	74	148

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 chosen for focus this year is ELA and Mathematics K-5 in an effort to maintain the present upward trend in overall proficiency, learning gaings and learning gains of lowest quartile.

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
ELA Camps for targeted students will be increased.
PLC's For Intermediate Grades and Primary Grades will incorporate ELA school wide and Small Group Instruction in Reading
Early Birds iReady lab from 7:30-8 for students in grades 3-5
Intermediate Resource Teacher
Primary Literacy Resource Teacher

Math
Math Camps for targeted students in fall and spring.
PLC's For Intermediate Grades and Primary Grades will incorporate math school wide and Small Group Instruction.
Increase use of manipulatatives

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

ELA
10 New teachers attend district training on small group guided reading nstruction.
Focus walks with Team leaders and support staff with feedback to teachers
Teachers will use iready data to modify instruction of small groups based on student need
Focus on standards in lowest scoring reporting category on FSA in Interdisciplinary Units of Study

Math
10 New teachers attend district training on small group math instruction.

Focus walks with Team leaders and support staff with feedback to teachers
Teachers will use iready data to modify instruction of small groups based on student need
School Wide initiative, Word Problem Wednesday and Calendar Math K-5

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

iReady Diagnostic/3 times a year
On-going Portfolio Meetings (data chat) with each teacher K-5 every 5 weeks
Quarterly writing samples
BAS assessments (ELA)

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

On-going Portfolio Meetings (data chat) with each teacher K-5 every 5 weeks
RTI/MTSS Meetings weekly

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)?

Effective Instructional Design:
ELA, Social Studies and Science Standards at each grade level are identified and paced out in quarterly interdisciplinary Units of study. Grade level teams collaborate in team planning on a regular basis to identify performance tasks and artifacts that will provide students with authentically engaging activitties.

The evidence collected to insure that classroom instruction is aligned to grade level instruction standards as follows:
Interdisciplinary Units of study Pre test and post tests are are utilized to asess mastery. Student Artifacts and performance task are used to insure alignment of classroom instruction and and alignment of grade level standards.

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

Support staff walk throughs bi-weekly with a curricular focus. Team debreifs and gives feedback to teachers.

Monthly Team Leader Peer Walk throughs with a curricular focus. Team debreifs and gives feedback to teachers. Test

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?

Describe texts used for core, supplemental, and intervention programs in classes K-5
-Scholastic Leveled Bookroom
-Social Studies text
-Science A-Z text
-Journeys tool kit and leveled text
-Informational texts are available through classroom libraries, texts checked out at the media center, as well as online resources such as NewsELA and Read Works

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 at Nob Hill are implementing the school's Social and Emotional Plan which includes the standards. The plan ensures students are developing social and emotional skills.

School Improvement Plan (SIP)

School Name   Nob Hill ES (2671)

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 ESE K-5	Tuesday	2nd	9/11/2018 - 5/14/2019	-	K, 1, 2, 3, 4, 5
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PLC Math Intermediate	Tuesday	2nd	9/11/2018 - 5/14/2019	-	3, 4, 5
PLC ELA Intermediate	Tuesday	2nd	9/11/2018 - 5/14/2018	-	3, 4, 5
PLC ELA Primary	Tuesday	2nd	9/11/2018 - 5/14/2019	-	Pre K, K, 1, 2

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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04	124	16.90	0.80	0.00	13.70	2.40
05	98	16.30	0.00	0.00	18.40	5.10

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

The RtI team is comprised of the classroom teacher, school administrators, the RtI coordinator, the school psychologist, the guidance counselor, the literacy coach, the ELL coordinator, and several other support personnel. This team meets on a weekly basis to address the needs of struggling students and assure students are being progress monitored.

Intervention strategies employed to increase the academic performance of students include:

- Academic push in groups focusing on the specific needs of students on students instructional level
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- Individual behavior plans that monitor and correct specific student behaviors

- Technology programs that compliment curriculum and provide individual learning paths for students created on their levels
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- School personnel communicate with parents on a regular basis sharing current strengths and weaknesses of students
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RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/28/2018 - 5/28/2019	8:15 AM - 1:30 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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SAC Upload Center

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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?

The content area chosen for focus this year is ELA and Mathematics K-5 in an effort to maintain the present upward trend in overall proficiency, learning gaings and learning gains of lowest quartile.

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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School Wide initiative, Word Problem Wednesday and Calendar Math K-5

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

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Quarterly writing samples
BAS assessments (ELA)

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

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RTI/MTSS Meetings weekly

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)?

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Describe texts used for core, supplemental, and intervention programs in classes K-5
-Scholastic Leveled Bookroom
-Social Studies text
-Science A-Z text
-Journeys tool kit and leveled text
-Informational texts are available through classroom libraries, texts checked out at the media center, as well as online resources such as NewsELA and Read Works

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 at Nob Hill are implementing the school's Social and Emotional Plan which includes the standards. The plan ensures students are developing social and emotional skills.

School Improvement Plan (SIP)

School Name   Peters ES (0931)

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
0931	Tuesday	3rd	8/15/2018 - 5/18/2019	2:15 PM - 3:10 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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
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	84	13.10	0.00	0.00	20.20	1.20
01	127	24.40	0.00	0.00	36.20	7.10
02	101	16.80	0.00	0.00	34.70	3.00
03	100	6.00	0.00	0.00	18.00	0.00
04	125	20.80	2.40	0.00	29.60	12.80
05	97	11.30	1.00	0.00	10.30	1.00

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

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

There are a number of intervention strategies that we put in place to improve the academic performance of students identified by the early warning system. We are are able to monitor student progress by using formative assessments, monthly CARE assessments, BAS scores and Iready diagnostic assessments. The students that are illustrating difficulty are receiving support through the Response to Intervention process. Teachers, ESE specialist, Guidance Counselor, ELA Support, Administration, and Parents are members of the RtI team and meets regularly to discuss the strategies that are being implemented to assist the students and share their anecdotal to document the students's progress. The Leveled Literacy Intervention Program is being utilized with grades 1-5 this year to assist with ELA mastery. Students with early warning signs are identified by the school's counselor who also monitors the student's progress and meets with teachers to determine what additional services are needed.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 4th	9/6/2018 - 5/23/2019	8:30 AM - 2:30 PM
Tuesday Thursday	3rd, 4th	9/5/2018 - 5/23/2019	8:15 AM - 2:22 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.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Peters_Parent_Survey_2018.pdf		10/16/2018
Peters_Staff_Survey_2018.pdf		10/16/2018
Peters_Student_Survey_2018.pdf		10/16/2018

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
SAF_Minutes_10-2-18.pdf	October	A+ Funds	10/6/2018
SAF_Sign_in_9-4-18.pdf	October	A+ Funds	10/6/2018
SAC_Sign-In_9-4-18.pdf	October	A+ Funds	10/6/2018
SAF_Minutes_9-4-18.pdf	October	A+ Funds	10/6/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAF_Agenda_10-2-18.pdf	October	A+ Funds	10/6/2018
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SAF_Agenda_9-4-18.pdf	October	A+ Funds	10/6/2018
SAC_Agenda_10-2-18.pdf	October	A+ Funds	10/6/2018
SAC_Sign_in_Sheet_10-2-18.pdf	October	A+ Funds	10/6/2018
SAC-Meeting-9-4-18-with-minutes-editted.pdf	October	A+ Funds	10/6/2018
SAF_Sign_In_10-2-18.pdf	October	A+ Funds	10/6/2018

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
4	356	105 of 156	-356	103	206

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?

Peters Elementary instructional leaders will focus on increasing student achievement in ELA. Florida Standard Assessment data derived from school year 2017 -2018 revealed:

- 3% decrease in ELA proficiency
- 60% learning gains in ELA
- 61% learning gains in ELA with the lower quartile

The overall goal is to show a 10% increase in ELA proficiency. The present ELA proficiency is 56% total points.

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

Identification and utilization of remediation and enrichment strategies aligned to the standards will be scaled up to improve teaching and learning. We will continue to address ELA through PLC's and staff development. Some of the staff development will focus on text complexity, rigor, and small group instruction.

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

Teachers will participate in weekly grade level PLCs. Within those PLCs, teachers will discuss the implementation of research based teaching strategies for remediation and enrichment. Some of these strategies include the implementation of learning goals & performance scales, high probability elements (Super 7) and effective tier 1 instruction. Teachers will also collaborate on the alignment of rigorous assignments aligned to the rigor of the FSA.
In addition to the scheduled PLC's, teachers will use their planning periods to address standards, resources, tier 1 instruction (best practices).

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

As a school we collect all RtI data (academic and behavior), teacher created assessment, Go Math Assessments, CARE, Iready ELA and Math are all collected to ensure we are progress monitoring the students. We collect the data monthly once we facilitate our monthly PLC meetings with grades K-5.

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

We ensure the fidelity of students not progressing towards school and district goals by meeting monthly for PLCs, as well as our 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)?

We ensure that all classroom instruction is accessible to the full range of learners using the UDL for effective instructional design and delivery by ensuring that all teachers K-5 have a common planning. During this time, the teachers are able to share best practices and consult with one another on the standards that they are currently teaching at the time.

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

We ensure Tier 1 Standards-Based classroom instruction being implemented properly and effectively through the use of classroom walkthroughs from administration and the use of Balanced Literacy.

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?

Grades K-5 are using the Balanced Literacy model and tools. The reading coach monitors the effectiveness of the program, and has created a book room in which teachers are able to check out assigned books and materials to use for classroom instruction.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

School Improvement Plan (SIP)

School Name   Peters ES (0931)

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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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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04	125	20.80	2.40	0.00	29.60	12.80
05	97	11.30	1.00	0.00	10.30	1.00

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

There are a number of intervention strategies that we put in place to improve the academic performance of students identified by the early warning system. We are are able to monitor student progress by using formative assessments, monthly CARE assessments, BAS scores and Iready diagnostic assessments. The students that are illustrating difficulty are receiving support through the Response to Intervention process. Teachers, ESE specialist, Guidance Counselor, ELA Support, Administration, and Parents are members of the RtI team and meets regularly to discuss the strategies that are being implemented to assist the students and share their anecdotal to document the students's progress. The Leveled Literacy Intervention Program is being utilized with grades 1-5 this year to assist with ELA mastery. Students with early warning signs are identified by the school's counselor who also monitors the student's progress and meets with teachers to determine what additional services are needed.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 4th	9/6/2018 - 5/23/2019	8:30 AM - 2:30 PM
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BEST PRACTICE #3

Optimal Internal/External Relationships

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

Evidence/Artifacts

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SAC_Sign-In_9-4-18.pdf	October	A+ Funds	10/6/2018
SAF_Minutes_9-4-18.pdf	October	A+ Funds	10/6/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAF_Agenda_10-2-18.pdf	October	A+ Funds	10/6/2018
SAF_Minutes_9-4-18.pdf	October	A+ Funds	10/6/2018
SAF_Agenda_9-4-18.pdf	October	A+ Funds	10/6/2018
SAC_Agenda_10-2-18.pdf	October	A+ Funds	10/6/2018
SAC_Sign_in_Sheet_10-2-18.pdf	October	A+ Funds	10/6/2018
SAC-Meeting-9-4-18-with-minutes-editted.pdf	October	A+ Funds	10/6/2018
SAF_Sign_In_10-2-18.pdf	October	A+ Funds	10/6/2018

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
4	356	105 of 156	-356	103	206

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?

Peters Elementary instructional leaders will focus on increasing student achievement in ELA. Florida Standard Assessment data derived from school year 2017 -2018 revealed:

- 3% decrease in ELA proficiency
- 60% learning gains in ELA
- 61% learning gains in ELA with the lower quartile

The overall goal is to show a 10% increase in ELA proficiency. The present ELA proficiency is 56% total points.

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

Identification and utilization of remediation and enrichment strategies aligned to the standards will be scaled up to improve teaching and learning. We will continue to address ELA through PLC's and staff development. Some of the staff development will focus on text complexity, rigor, and small group instruction.

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

Teachers will participate in weekly grade level PLCs. Within those PLCs, teachers will discuss the implementation of research based teaching strategies for remediation and enrichment. Some of these strategies include the implementation of learning goals & performance scales, high probability elements (Super 7) and effective tier 1 instruction. Teachers will also collaborate on the alignment of rigorous assignments aligned to the rigor of the FSA.
In addition to the scheduled PLC's, teachers will use their planning periods to address standards, resources, tier 1 instruction (best practices).

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

As a school we collect all RtI data (academic and behavior), teacher created assessment, Go Math Assessments, CARE, Iready ELA and Math are all collected to ensure we are progress monitoring the students. We collect the data monthly once we facilitate our monthly PLC meetings with grades K-5.

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

We ensure the fidelity of students not progressing towards school and district goals by meeting monthly for PLCs, as well as our 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)?

We ensure that all classroom instruction is accessible to the full range of learners using the UDL for effective instructional design and delivery by ensuring that all teachers K-5 have a common planning. During this time, the teachers are able to share best practices and consult with one another on the standards that they are currently teaching at the time.

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

We ensure Tier 1 Standards-Based classroom instruction being implemented properly and effectively through the use of classroom walkthroughs from administration and the use of Balanced Literacy.

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?

Grades K-5 are using the Balanced Literacy model and tools. The reading coach monitors the effectiveness of the program, and has created a book room in which teachers are able to check out assigned books and materials to use for classroom instruction.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

School Improvement Plan (SIP)

School Name   Plantation ES (0941)

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
STEM-Critical Friends	Monday		9/17/2018 - 6/4/2019	3:00 PM - 4:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

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
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	114	23.70	0.00	0.00	40.40	10.50
01	94	14.90	0.00	0.00	26.60	7.40
02	98	18.40	2.00	0.00	29.60	8.20
03	117	17.90	1.70	0.00	29.90	9.40
04	88	25.00	2.30	0.00	42.00	13.60
05	102	17.60	2.00	0.00	38.20	6.90

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

The school employs various strategies and programs to improve student performance through the early warning system in BASIS 3.0. Students are identified as to their academic achievement levels through baseline data. Teachers assess students in K-5 using the Benchmark Assessment System in Reading. Teachers implement intervention strategies in the six areas of reading and pinpoint instruction to align with student needs. Once teachers pinpoint the area of need, they refer to the multi-tiered system of support to align the intervention. They also record the Tier II intervention to provide more intense reading instructional time. The intervention is recorded in BASIS 3.0. The teacher then monitors progress for 6 weeks through data collection to determine whether the student is responding to the intervention. The CPST/RtI team meets to discuss whether the student is making sufficient progress with the intervention or whether the student needs a more intensive intervention to make academic progress.

The intervention strategies used include the following: small group instruction with scaffolded support, differentiated learning centers, computer assisted learning, one-on-one instruction, extended time, interdisciplinary literacy and Leveled Literacy Instruction.

Regarding behavior teachers utilize their classroom management system to address Tier 1 and Tier 2 behaviors. For Tier 2 behavior, resources outside of the classroom are utilized to correct behaviors. Our Socio Emotional

Learning curriculum/class is instrumental in addressing challenging behaviors. Incentive programs and mentoring programs have been useful in assisting students with socio emotional challenges.

Teachers will employ rigorous Tier I instruction that employs the gradual release model, which work towards student independence. This instruction includes frequent modeling, interactive Read Alouds, Accountable Talk, Close Reads, Shared reading and writing to ensure that all students are receiving rigorous Tier I instruction. Teachers will also ensure they are reaching all learners by employing visual, kinesthetic and auditory delivery models.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	9/17/2018 - 6/4/2019	9:00 AM - 1:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	
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-Composition-Report-2018-2019.pdf	October	A+ Funds	10/18/2018
SAC-Agenda-and-Minutes-Guidelines-10-15-2018.pdf	October	A+ Funds	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
1	323	387 of 717	-323	136	272

School Improvement Plan (SIP)

School Name   Plantation ES (0941)

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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BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Data For: 2017-2018 (Last updated: 7/18/2018)						
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The intervention strategies used include the following: small group instruction with scaffolded support, differentiated learning centers, computer assisted learning, one-on-one instruction, extended time, interdisciplinary literacy and Leveled Literacy Instruction.

Regarding behavior teachers utilize their classroom management system to address Tier 1 and Tier 2 behaviors. For Tier 2 behavior, resources outside of the classroom are utilized to correct behaviors. Our Socio Emotional

Learning curriculum/class is instrumental in addressing challenging behaviors. Incentive programs and mentoring programs have been useful in assisting students with socio emotional challenges.

Teachers will employ rigorous Tier I instruction that employs the gradual release model, which work towards student independence. This instruction includes frequent modeling, interactive Read Alouds, Accountable Talk, Close Reads, Shared reading and writing to ensure that all students are receiving rigorous Tier I instruction. Teachers will also ensure they are reaching all learners by employing visual, kinesthetic and auditory delivery models.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	9/17/2018 - 6/4/2019	9:00 AM - 1:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	
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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SAC-Agenda-and-Minutes-Guidelines-10-15-2018.pdf	October	A+ Funds	10/18/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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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
1	323	387 of 717	-323	136	272

School Improvement Plan (SIP)

School Name   Plantation Park ES (1251)

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
CARE Early Literacy - 21st Century Learning	Tuesday	4th	8/23/2018 - 5/23/2019	2:30 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)

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Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	84	11.90	0.00	0.00	19.00	3.60
01	84	7.10	0.00	0.00	8.30	0.00
02	89	13.50	0.00	0.00	18.00	1.10
03	114	11.40	2.60	0.00	20.20	4.40
04	102	10.80	0.00	0.00	14.70	3.90
05	95	13.70	2.10	0.00	24.20	5.30

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

Students' academic performance are monitored at least weekly and discussed in grade level team meetings. Additionally, grade level teams meet with administration and support staff to share students' data at our monthly CPST and data chats. Students' academic performance are tracked using such reports as BAS, i-Ready, teacher-made assessments, and district assessments. Targeted students are discussed and resources aligned to students' needs during weekly CPST meetings.

Some of the instructional materials used to target students' academic needs in Reading include Explode the Code, Phonics for Reading, Quick Reads, Words Their Way, i-Ready Toolbox, LLI, Rise/Rise-Up, i-Ready LAFS, The Comprehension Toolkit, Write in Reader, Vocabualry.com, and Jan Richardson Strategies.

Some of the instructional materials used to target students' needs in Math include i-Ready MAFS, Engage NY, i-Ready.com, and Go Math! Reteacher and Intensive Intervention.

We monitor to ensure teachers implement highly effective instructional strategies to ensure all students receive quality and impactful Tier 1 instruction every day. Direct training and support is provided to teachers as a part of the schoolwide continuous improvement model.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/5/2018 - 5/22/2019	8:30 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	
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.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
3rd-Grade---September-Meeting-Minutes.docx		10/18/2018
2nd-Grade---October-Meeting-Minutes.docx		10/16/2018
2nd-Grade---September-Meeting-Minutes.docx		10/16/2018
5th-Grade---October-11-Team-Meeting.docx		10/15/2018
4th-Grade---October-Meting-Minutes.docx		10/15/2018
1st-Grade---October-Meeting-Minutes.docx		10/15/2018
1st-Grade---September-Meeting-Minutes.docx		10/15/2018
Kindergarten---October-11--2018-Meeting-Minutes.docx		10/15/2018
Kindergarten---September-2018.docx		10/15/2018
SCIENCE-COMMITTEE---SEPTEMBER-MINUTES.xlsx		10/8/2018
MATH-COMMITTEE---SEPTEMBER-MINUTES.xlsx		10/8/2018
READING-WRITING-COMMITTEE---SEPTEMBER-MINUTES.docx		10/8/2018

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
SAC-Agenda-09-12-2018.jpeg	October	A+ Funds	10/25/2018
SAC-Agenda-10-01-2018.jpeg	October	A+ Funds	10/25/2018
SAC-Minutes-10.01.2018.doc	October	A+ Funds	10/25/2018
SAC-Minutes-09-12-2018.doc	October	A+ Funds	10/25/2018
SAC-Sign-In-Sheets-10-01-2018.pdf	October	A+ Funds	10/16/2018
SAC-Sign-In-Sheets.pdf	September	A+ Funds	10/1/2018

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	397	81 of 149	1	97	193

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, our school will focus on improving student achievement performance on the FSA ELA (Reading). Specifically, we will increase overall proficiency to 70% (+6 points), learning gains to 70% (+4 points), and learning gains for the lowest quartile to 63%.(+18 points). We have selected Reading as our focus because our FSA ELA data indicate there has been little/no academic growth in this content area among students over the past three years.

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

During the 2018-2019 school year, we will ensure that planning, instruction, assignments, and assessments are aligned to the rigor of the grade level standards. We will ensure students are provided targeted instruction and intervention to meet their individual academic needs. Resources will be available so students will experience enrichment, remediation, and reteach assignments. Teachers will also be provided training based on their needs as reflected through administrative observations and student data.

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

Our Literacy Coach will model research-based best practices in instructional delivery. Teachers will be provided opportunities to observe highly effective instructional practices among their peers (The Pineapply Chart) and attend school/district trainings. Student artifacts will be discussed and data will be analyzed to determine common errors, patterns in student performance, etc. at least weekly.

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

Data is collected at least bi-weekly using iReady Reports. Additionally, data from teacher-made assessments are included in the monthly grade-level data chats.

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

Each week, the CPST meets with affected teachers to discuss the progress of students who are performing below grade level. Teachers share the instructional practices and intervention strategies they are using to meet students' academic needs, along with the corresponding resources. Teachers are provided training on how to use the resources 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)?

Our school ensures teachers use a variety of engagement strategies and techniques to build interest in the content being presented. Learning centers, individual assignments and other group assignments are designed to meet the learning styles of students. Additionally, students are encouraged to demonstrate learning in a variety of ways including visual mnemonics, illustrations, journal entries, demonstrations, and projects.

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

Teachers have been provided their grade level Florida Standards (K-5) and Test Item Specifications (Gr. 3-5). Administrators conduct CWTs to ensure teachers are implementing highly effective tier 1 standards-based instruction and review Plan Books to ensure alignment of lessons to the standards. Teachers are provided academic resources available through the district's Sharepoint portal. Also, teachers are provided common planning time and are encouraged to plan with their team at least bi-weekly. It has been communicated that teachers use the district-provided deconstructed standards (Math and ELA) to guide in planning and delivering instruction, and to ensure that assignments and assessments are aligned to the rigor of the standards.

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?

Go Math! K-5 - On Level, Intervention, Reteach

Social Studies (Gr. K-5):
- HMH Social Studies Classroom Library

Science (Gr. K-5):
- StemScopes
- Science A-Z
- Scholastics

ELA (Gr. K-5):
- Journeys - Core
- Scholastic Resource Room

- Non-fiction Reader Cards A-Z
- Fiction Reader Cards A-Z
- Phonics for Reading Level 1, 2 3
- Explode the Code Levels A, B,C
- LLI Gr. 1-5 (1 Blue Kit, 1 Red Kit, 2 Purple Kits, 2 Green Kits 4, 5)
- The Next Step Forward in Reading Intervention - The Rise Framework by Jan Richardson
- Quick Reads
- Rewards
- 6-Minute Solution
- Fundations

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

Our school implements the Broward County Public Schools Social and Emotional Learning Standards on a school-wide, all inclusive level to ensure all students are developing social and emotional skills.

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

Below are examples of the ways in which the five competencies of the SEL are explicitly taught and/or integrated schoolwide and in the classroom:
- Kid of Character recognition is celebrated in class with the school on morning announcements.
- Peace Place Pal SEL bucket is in every classroom and contains recommended tools for self-management and self-regulation.
- 7 Mindsets to Live Your Ultimate Life has been given to staff schoolwide and Student Council represents help spread the word and remind classes of the Mindset of the Month (e.g. 100% Accountable; Everything is Possible"
- Sandy Hook Promise Start with Hello Promise Week has been inaugurated and adopted this year.
- Tribes Learning communities remind and reinforce our schools' Tribes Agreement; students are given the opportunity to give appreciations to each other and members of the community.

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

Our teachers use TRIBES, which includes school-wide behavior agreements, a daily pledge, and inclusion activities. We greet our students at the doorways and hallways daily and use check-in systems. We participate in special weeks like Peace Week, Red Ribbon Week, Anti-Bullying Week and more. Every classroom and office is equipped with an SEL bucket full of tools to encourage SEL skills. We also believe in the power of the peer and have re-instituted Reading Buddies where grade levels are matched up (primary with intermediate) and childre from both grade leves read to each other as often as teachers can coordinate. We have various mentoring programs including adults and older students from the feeder high school.

School Improvement Plan (SIP)

School Name   Plantation Park ES (1251)

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)

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We monitor to ensure teachers implement highly effective instructional strategies to ensure all students receive quality and impactful Tier 1 instruction every day. Direct training and support is provided to teachers as a part of the schoolwide continuous improvement model.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/5/2018 - 5/22/2019	8:30 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
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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.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
3rd-Grade---September-Meeting-Minutes.docx		10/18/2018
2nd-Grade---October-Meeting-Minutes.docx		10/16/2018
2nd-Grade---September-Meeting-Minutes.docx		10/16/2018
5th-Grade---October-11-Team-Meeting.docx		10/15/2018
4th-Grade---October-Meting-Minutes.docx		10/15/2018
1st-Grade---October-Meeting-Minutes.docx		10/15/2018
1st-Grade---September-Meeting-Minutes.docx		10/15/2018
Kindergarten---October-11--2018-Meeting-Minutes.docx		10/15/2018
Kindergarten---September-2018.docx		10/15/2018
SCIENCE-COMMITTEE---SEPTEMBER-MINUTES.xlsx		10/8/2018
MATH-COMMITTEE---SEPTEMBER-MINUTES.xlsx		10/8/2018
READING-WRITING-COMMITTEE---SEPTEMBER-MINUTES.docx		10/8/2018

SCHOOL ADVISORY COUNCIL (SAC)

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SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Agenda-09-12-2018.jpeg	October	A+ Funds	10/25/2018
SAC-Agenda-10-01-2018.jpeg	October	A+ Funds	10/25/2018
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SAC-Minutes-09-12-2018.doc	October	A+ Funds	10/25/2018
SAC-Sign-In-Sheets-10-01-2018.pdf	October	A+ Funds	10/16/2018
SAC-Sign-In-Sheets.pdf	September	A+ Funds	10/1/2018

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	397	81 of 149	1	97	193

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, our school will focus on improving student achievement performance on the FSA ELA (Reading). Specifically, we will increase overall proficiency to 70% (+6 points), learning gains to 70% (+4 points), and learning gains for the lowest quartile to 63%.(+18 points). We have selected Reading as our focus because our FSA ELA data indicate there has been little/no academic growth in this content area among students over the past three years.

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

During the 2018-2019 school year, we will ensure that planning, instruction, assignments, and assessments are aligned to the rigor of the grade level standards. We will ensure students are provided targeted instruction and intervention to meet their individual academic needs. Resources will be available so students will experience enrichment, remediation, and reteach assignments. Teachers will also be provided training based on their needs as reflected through administrative observations and student data.

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

Our Literacy Coach will model research-based best practices in instructional delivery. Teachers will be provided opportunities to observe highly effective instructional practices among their peers (The Pineapply Chart) and attend school/district trainings. Student artifacts will be discussed and data will be analyzed to determine common errors, patterns in student performance, etc. at least weekly.

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

Data is collected at least bi-weekly using iReady Reports. Additionally, data from teacher-made assessments are included in the monthly grade-level data chats.

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

Each week, the CPST meets with affected teachers to discuss the progress of students who are performing below grade level. Teachers share the instructional practices and intervention strategies they are using to meet students' academic needs, along with the corresponding resources. Teachers are provided training on how to use the resources 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)?

Our school ensures teachers use a variety of engagement strategies and techniques to build interest in the content being presented. Learning centers, individual assignments and other group assignments are designed to meet the learning styles of students. Additionally, students are encouraged to demonstrate learning in a variety of ways including visual mnemonics, illustrations, journal entries, demonstrations, and projects.

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

Teachers have been provided their grade level Florida Standards (K-5) and Test Item Specifications (Gr. 3-5). Administrators conduct CWTs to ensure teachers are implementing highly effective tier 1 standards-based instruction and review Plan Books to ensure alignment of lessons to the standards. Teachers are provided academic resources available through the district's Sharepoint portal. Also, teachers are provided common planning time and are encouraged to plan with their team at least bi-weekly. It has been communicated that teachers use the district-provided deconstructed standards (Math and ELA) to guide in planning and delivering instruction, and to ensure that assignments and assessments are aligned to the rigor of the standards.

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?

Go Math! K-5 - On Level, Intervention, Reteach

Social Studies (Gr. K-5):
- HMH Social Studies Classroom Library

Science (Gr. K-5):
- StemScopes
- Science A-Z
- Scholastics

ELA (Gr. K-5):
- Journeys - Core
- Scholastic Resource Room

- Non-fiction Reader Cards A-Z
- Fiction Reader Cards A-Z
- Phonics for Reading Level 1, 2 3
- Explode the Code Levels A, B,C
- LLI Gr. 1-5 (1 Blue Kit, 1 Red Kit, 2 Purple Kits, 2 Green Kits 4, 5)
- The Next Step Forward in Reading Intervention - The Rise Framework by Jan Richardson
- Quick Reads
- Rewards
- 6-Minute Solution
- Fundations

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

Our school implements the Broward County Public Schools Social and Emotional Learning Standards on a school-wide, all inclusive level to ensure all students are developing social and emotional skills.

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

Below are examples of the ways in which the five competencies of the SEL are explicitly taught and/or integrated schoolwide and in the classroom:
- Kid of Character recognition is celebrated in class with the school on morning announcements.
- Peace Place Pal SEL bucket is in every classroom and contains recommended tools for self-management and self-regulation.
- 7 Mindsets to Live Your Ultimate Life has been given to staff schoolwide and Student Council represents help spread the word and remind classes of the Mindset of the Month (e.g. 100% Accountable; Everything is Possible"
- Sandy Hook Promise Start with Hello Promise Week has been inaugurated and adopted this year.
- Tribes Learning communities remind and reinforce our schools' Tribes Agreement; students are given the opportunity to give appreciations to each other and members of the community.

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

Our teachers use TRIBES, which includes school-wide behavior agreements, a daily pledge, and inclusion activities. We greet our students at the doorways and hallways daily and use check-in systems. We participate in special weeks like Peace Week, Red Ribbon Week, Anti-Bullying Week and more. Every classroom and office is equipped with an SEL bucket full of tools to encourage SEL skills. We also believe in the power of the peer and have re-instituted Reading Buddies where grade levels are matched up (primary with intermediate) and childre from both grade leves read to each other as often as teachers can coordinate. We have various mentoring programs including adults and older students from the feeder high school.

School Improvement Plan (SIP)

School Name   Sandpiper ES (3061)

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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Vertical Team Inclusive Scheduling for 2019-2020	Tuesday	2nd	4/9/2019 - 4/9/2019	2:15 PM - 3:00 PM	K, 1, 2
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Reading Writing Home School Connection	Tuesday	2nd	3/5/2019 - 3/5/2019	2:15 PM - 3:00 PM	K, 1, 2
Independent Reading	Tuesday	4th	2/19/2019 - 2/19/2019	2:15 PM - 3:00 PM	3, 4, 5
Independent Reading	Tuesday	2nd	2/5/2019 - 2/5/2019	2:15 PM - 3:00 PM	K, 1, 2
Guided Reading Responsive Literacy Continuum	Tuesday	4th	1/22/2019 - 1/22/2019	2:15 PM - 3:00 PM	3, 4, 5

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Guided Reading Responsive Literacy Continuum	Tuesday	4th	1/15/2019 - 1/15/2019	2:15 PM - 3:00 PM	K, 1, 2
Shared Reading	Tuesday	2nd	12/11/2018 - 12/11/2018	2:15 PM - 3:00 PM	3, 4, 5
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Instructional Focus Calendars/Elementary Learning Canvas Course	Tuesday	4th	10/23/2018 - 10/23/2018	2:15 PM - 3:00 PM	K, 1, 2
Embedded Social Studies Standard in ELA and Tool Kit Reteach for ELA	Tuesday	4th	10/16/2018 - 10/16/2018	2:15 PM - 3:00 PM	3, 4, 5
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Instructional Focus Calendars/Elementary Learning Canvas Course	Tuesday	1st	9/4/2018 - 9/4/2018	2:15 PM - 3:00 PM	K, 1, 2

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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	104	21.20	0.00	0.00	27.90	11.50
01	98	12.20	1.00	0.00	20.40	7.10
02	85	15.30	0.00	0.00	40.00	9.40
03	105	15.20	0.00	0.00	22.90	3.80
04	85	9.40	3.50	0.00	24.70	3.50
05	107	14.00	0.00	0.00	22.40	5.60

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

Students' academic performance are monitored at least weekly and discussed in grade level team meetings. Additionally, grade level teams meet with administration and support staff to share students' data at our monthly CPST and data chats. Students' academic performance are tracked using such reports as BAS, i-Ready, teacher-made assessments, and district assessments. Targeted students are discussed and resources aligned to students' needs during weekly CPST meetings.

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We monitor to ensure teachers implement highly effective instructional strategies to ensure all students receive quality and impactful Tier 1 instruction every day. Direct training and support is provided to teachers as a part of the schoolwide continuous improvement model.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
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Wednesday	4th	2/20/2019 - 2/20/2019	7:30 AM - 2:00 PM
Wednesday	4th	1/23/2019 - 1/23/2019	7:30 AM - 2:00 PM
Wednesday	2nd	1/9/2019 - 1/9/2019	7:30 AM - 2:00 PM
Wednesday	3rd	12/12/2018 - 12/12/2018	7:30 PM - 2:00 PM
Wednesday	2nd	11/7/2018 - 11/7/2018	7:30 AM - 2:00 PM
Tuesday	4th	11/20/2018 - 11/20/2018	7:30 AM - 2:00 PM
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SAF-Oct-2018.pdf	October	None	10/26/2018
SAC-Oct-2018.pdf	October	Developed	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	333	149 of 210	1	115	229

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?

Sandpiper Elementary School is in the SES Band 4 Data. Sandpiper Elementary School will focus on English Language Arts (ELA) and Math for the 2018-19 school year. Sandpiper is focusing on these two areas as a result of dropped scores in both Reading and Math based on last year's Florida Standards Assessment (FSA). A particular area of focus will be on improving the performance of our lowest quartile students to ensure that they are making 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?

The BEST Blueprint Practice #1 (Professional Learning Community) and Practice #2 (Response to Intervention process) will be scaled up. Diagnostic assessments and formative assessments are used to drive instruction and progress monitor student and teacher data at all grade levels. Professional Learning Communities will provide teacher support to master and deliver reteach, maintain and enrich strategies to improve student learning. Professional Learning Communities (PLCs) will use vertical planning to address areas in need and strategies.

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

The BEST Blueprint Practice #1 (Professional Learning Community) will be scaled up by increasing teacher collaboration and classroom visits to share best practices and resources. Teachers and District Personnel will model research-based strategies. Practice #2 (Response to Intervention process) will be scaled up by using the new BASIS 3.0 to gather data from a variety of sources. Tier 1 core curriculum will be aligned to Florida State Standards. Tier 2 and 3 interventions will be modified based on the updated Struggling Reader and Struggling Math charts. iReady Reading, iReady Math and Reflex Math are additional resources for interventions.

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

The

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

The school will ensure the fidelity of students not progressing towards schools and district goals by conducting quarterly data chats with teachers to identify those students as well as provided resources and intervention strategies through the MTSS/RTI process.

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

The teachers are provided focus calendars in all content areas aligned to the standards. In addition administration conduct observations, walkthroughs, and data chats with teachers to ensure that classroom instruction is being implemented properly and effectively.

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 for Reading in all grade levels
Go Math for math instruction
Benchmark Assessment System (BAS) test
Go Math strategic intevention
Super QAR
Stemscopes Science curriculum and text
Curriculum Associates Language Arts Florida Standards workbboks and iReady web program used as supplemental programs.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
Using online resources such as iReady and Canvas to improve reading instruction in addition to using anchor charts, academic vocabulary, and student interventions.	Administration and Reading Coach	6/5/2019	Ongoing professional development and PLC meetings.	

School Improvement Plan (SIP)

School Name Sandpiper ES (3061)

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 #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	333	149 of 210	1	115	229

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?

Sandpiper Elementary School is in the SES Band 4 Data. Sandpiper Elementary School will focus on English Language Arts (ELA) and Math for the 2018-19 school year. Sandpiper is focusing on these two areas as a result of dropped scores in both Reading and Math based on last year's Florida Standards Assessment (FSA). A particular area of focus will be on improving the performance of our lowest quartile students to ensure that they are making 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?

The BEST Blueprint Practice #1 (Professional Learning Community) and Practice #2 (Response to Intervention process) will be scaled up. Diagnostic assessments and formative assessments are used to drive instruction and progress monitor student and teacher data at all grade levels. Professional Learning Communities will provide teacher support to master and deliver reteach, maintain and enrich strategies to improve student learning. Professional Learning Communities (PLCs) will use vertical planning to address areas in need and strategies.

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

The BEST Blueprint Practice #1 (Professional Learning Community) will be scaled up by increasing teacher collaboration and classroom visits to share best practices and resources. Teachers and District Personnel will model research-based strategies. Practice #2 (Response to Intervention process) will be scaled up by using the new BASIS 3.0 to gather data from a variety of sources. Tier 1 core curriculum will be aligned to Florida State Standards. Tier 2 and 3 interventions will be modified based on the updated Struggling Reader and Struggling Math charts. iReady Reading, iReady Math and Reflex Math are additional resources for interventions.

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

The

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

The school will ensure the fidelity of students not progressing towards schools and district goals by conducting quarterly data chats with teachers to identify those students as well as provided resources and intervention strategies through the MTSS/RTI process.

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

The teachers are provided focus calendars in all content areas aligned to the standards. In addition administration conduct observations, walkthroughs, and data chats with teachers to ensure that classroom instruction is being implemented properly and effectively.

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 for Reading in all grade levels
Go Math for math instruction
Benchmark Assessment System (BAS) test
Go Math strategic intevention
Super QAR
Stemscopes Science curriculum and text
Curriculum Associates Language Arts Florida Standards workbboks and iReady web program used as supplemental programs.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
Using online resources such as iReady and Canvas to improve reading instruction in addition to using anchor charts, academic vocabulary, and student interventions.	Administration and Reading Coach	6/5/2019	Ongoing professional development and PLC meetings.	

School Improvement Plan (SIP)

School Name Sawgrass ES (3401)

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 Schedule	Monday Tuesday Wednesday	1st2nd3rd4th	8/28/2018 - 5/10/2019	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	165	16.40	0.00	0.00	10.30	1.80
01	221	9.00	0.00	0.00	10.90	2.30
02	194	6.20	0.00	0.00	14.90	1.50
03	197	11.20	0.00	0.00	14.70	2.00
04	169	9.50	0.60	0.00	15.40	2.40
05	177	12.40	0.60	0.00	15.80	4.00

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

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

Students' academic performance are monitored at least weekly and discussed in grade level team meetings. Additionally, grade level teams meet with administration and support staff to share students' data at our monthly CPST and data chats. Students' academic performance are tracked using such reports as BAS, i-Ready, teacher-made assessments, and district assessments. Targeted students are discussed and resources aligned to students' needs during weekly CPST meetings.

Some of the instructional materials used to target students' academic needs in Reading include Explode the Code, Phonics for Reading, Quick Reads, Words Their Way, i-Ready Toolbox, LLI, Rise/Rise-Up, i-Ready LAFS, The Comprehension Toolkit, Write in Reader, Vocabualry.com, and Jan Richardson Strategies.

Some of the instructional materials used to target students' needs in Math include i-Ready MAFS, Engage NY, i-Ready.com, and Go Math! Reteacher and Intensive Intervention.

We monitor to ensure teachers implement highly effective instructional strategies to ensure all students receive quality and impactful Tier 1 instruction every day. Direct training and support is provided to teachers as a part of the schoolwide continuous improvement model.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th	9/6/2018 - 3/29/2019	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	

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
SAF-bylaws.doc	October	SAF ByLaws	10/25/2018
Oct.-signin-sheet-BOTH-members-and-gues.pdf	October	Monitored	10/24/2018
Sept.-SAC-signin-both-Guest-and-Members.pdf	October	None	10/24/2018
August-SAC-Sign-In.pdf	October	None	10/24/2018
Attendance-10-10-18.pdf	October	Monitored	10/22/2018
Attendance-9-12-18.pdf	October	None	10/22/2018
SAC-Minutes-8.22.18-(1).docx	October	SAF ByLaws	10/20/2018
SAC-composition-Report.docx	October	None	10/18/2018
Attendance-9-12-18.pdf	October	None	10/10/2018
10-10-18-agenda.pdf	October	Monitored	10/10/2018
SAC-Minutes-9.12.18.docx	October	None	10/10/2018

File Name	Meeting Month	Document Type	Uploaded Date
8-22-18-agenda.docx	October	None	10/10/2018
SAC-ByLaws.pdf	September	SAC ByLaws	9/14/2018

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	445	42 of 118	-445	63	125

School Improvement Plan (SIP)

School Name   Sawgrass ES (3401)

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 Schedule	Monday Tuesday Wednesday	1st2nd3rd4th	8/28/2018 - 5/10/2019	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)

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	165	16.40	0.00	0.00	10.30	1.80
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03	197	11.20	0.00	0.00	14.70	2.00
04	169	9.50	0.60	0.00	15.40	2.40
05	177	12.40	0.60	0.00	15.80	4.00

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

Students' academic performance are monitored at least weekly and discussed in grade level team meetings. Additionally, grade level teams meet with administration and support staff to share students' data at our monthly CPST and data chats. Students' academic performance are tracked using such reports as BAS, i-Ready, teacher-made assessments, and district assessments. Targeted students are discussed and resources aligned to students' needs during weekly CPST meetings.

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Some of the instructional materials used to target students' needs in Math include i-Ready MAFS, Engage NY, i-Ready.com, and Go Math! Reteacher and Intensive Intervention.

We monitor to ensure teachers implement highly effective instructional strategies to ensure all students receive quality and impactful Tier 1 instruction every day. Direct training and support is provided to teachers as a part of the schoolwide continuous improvement model.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th	9/6/2018 - 3/29/2019	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	

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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SAC Upload Center

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Sept.-SAC-signin-both-Guest-and-Members.pdf	October	None	10/24/2018
August-SAC-Sign-In.pdf	October	None	10/24/2018
Attendance-10-10-18.pdf	October	Monitored	10/22/2018
Attendance-9-12-18.pdf	October	None	10/22/2018
SAC-Minutes-8.22.18-(1).docx	October	SAF ByLaws	10/20/2018
SAC-composition-Report.docx	October	None	10/18/2018
Attendance-9-12-18.pdf	October	None	10/10/2018
10-10-18-agenda.pdf	October	Monitored	10/10/2018
SAC-Minutes-9.12.18.docx	October	None	10/10/2018

File Name	Meeting Month	Document Type	Uploaded Date
8-22-18-agenda.docx	October	None	10/10/2018
SAC-ByLaws.pdf	September	SAC ByLaws	9/14/2018

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	445	42 of 118	-445	63	125

School Improvement Plan (SIP)

School Name   Tropical ES (0731)

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
Integrated ELA and Math PLCs	Wednesday	1st2nd3rd4th5th	8/8/2018 - 5/1/2019	2:30 AM - 3:30 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

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
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	159	11.90	0.60	0.00	16.40	5.70
01	177	14.70	0.00	0.00	22.00	5.60
02	161	7.50	0.00	0.00	11.80	1.20
03	188	8.50	0.00	0.00	16.00	0.50
04	153	12.40	0.70	0.00	20.30	3.30
05	153	4.60	0.00	0.00	13.70	0.70

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

Throughout the year, students in RtI are closely monitored for growth. Intervention strategies implemented by the school to improve academic performance of students identified by early indicators include:

ELA (Core - Journeys)
Leveled Literacy Intervention
Journeys Toolkit
Journeys Write-in Reader
Phonics for Reading
Rewards
QuickReads
Great Leaps
Wilson Fundations
Targeted iReady Lessons

Math (Core - Go Math)
Touch Math
Targeted i-Ready Lessons

Go Math Strategic Intervention
Go Math Intensive Intervetion
Go Math Reteach

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/21/2018 - 5/21/2019	8:35 AM - 3:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	
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-Composition-2018-2019-Committee-Membership.pdf	October	None	10/26/2018
SAF_Signin_agenda_minutes_October-2018.pdf	October	Monitored	10/4/2018
SAC_Signin_agenda_minutes_October-2018.pdf	October	Monitored	10/4/2018
SAF-Bylaw-October-2018.docx	October	SAF ByLaws	10/3/2018
SAC_SAF-Schedule-Updated.docx	September	None	9/24/2018
SAC-ByLaws-2018-2019.pdf	September	SAC ByLaws	9/14/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAF_Signin_agenda_minutes_September-2018.pdf	September	Monitored	9/11/2018
SAC_Signin_agenda_minutes_September-2018.pdf	September	Monitored	9/11/2018

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	416	73 of 118	-416	77	154

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 areas of focus this year are English Language Arts and Math. Our goal is to increase the percentage of students in the lowest quartile that made learning gains in ELA from 42% - 47% and for Math from 38% - 43%. We chose to place greater emphasis on our lowest quartile students because the percent of students making learing gains in the lowest quartile in ELA dropped by 11% and in Math by 8% on the 2018 Florida Standards Assessment.   Working with to increase learning achievement with our lowest quartile students will increase proficiency levels in both ELA 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?

In order to increase performance within the SES Band, our school will be implementing **BEST Practice #1 -** Professional Learning Communities (PLCs). Each grade level will host an ELA PLC group and implement the C.A.R.E. Cycle. After deconstructing standards and identifying learning targets, teachers will develop a plan of action that will meet the varied needs of their students. Collaborative analysis of student work will determine the type of additional instructional strategies and resources that will need to be prescribed. Teachers will closely monitor the implementation of remedial and enrichment strategies in an effort to increase student achievement. ELA, Math and Science curriculum leaders will work closely with the grade levels to asisst in analyzing data, determining next steps, providing additional supports and identify resources.

Additionally, our Literacy Coach will work closely with teachers in assisting them implement small group differentiated instruction. Analysis of student data and performance will be used to determine what resources will be utilized. Our Math Specials Teacher will also work closely with teachers by modeling how to conduct math sprints, utilize manipulatives, create on-the-spot small groups and plan effectively for small group instruction.

Furthermore, the Continuum of Literacy Learning Guide and BAS data will be used by all teachers to guide them in identifying learning targets for instruction. iReady will also be used to help teachers monitor progress and prescribe lessons.

Tropical Elementary will also be implementing **BEST Practice #2,** Response to Intervention. Student academic and behavior information will be analyzed to identify student needs and prescribe targeted interventions. The Collaborative Problem Solving Team and parents will work together to develop individualized plans and monitor the effectiveness and fidelity of the implementation.

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

BEST Practice #1: Professional Learning Communities
Teachers will collaboratively track student progress through formative assessments and identify specific interventions or enrichment opportunities in an effort to meet the needs of all students. The Leadership Team will participate in the PLCs and ensure that the teachers receive the necessary support to implement their C.A.R.E. cycles. Instructional practice will be reflected upon during the PLC meetings, and the necessity for additional Adult Learning will be determined based on student achievement.

BEST Practice #2: Response to Intervention:
The Collaborative Problem Solving Team will closely monitor the impact of the implementation of researched-based strategies. Every six to eight weeks, the team will meet to determine whether the initiation of an additional or modified intervention is necessary. Data-based decisions will be made to identify movement within the RtI process, close achievement gaps and/or identify students with disabilities in accordance with the state law.

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

Fountas and Pinnel Benchmark Assessment System is used to progress monitor our studnets three times a year. Additionally, students are administered the iReady Diagnostic during three administrative periods. Students in second through fifth grade will also be monitored through the Standards Mastery Assessment.

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

Interventionists work closely with the teachers and CPS Team to make sure that students are receiving the necessary interventions and are making progress. Every six to eight weeks, the CPST Team calls a meeting on students that are in RtI. They discuss progress and the need for an increase or decrease of support is discussed. Teachers bring data which supports implementation to fidelity. Math and Literacy Coach attend PLC meetings and discuss and monitor student progress.

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 school ensures that the classroom instruction is following the framework of Universal Design for Learning by adhering to the three principles. Teachers use a variety of methods to present information in order for our ELL and ESE students to have access to the curriclulum and instruction. Students are provided alternative ways to demonstrate what they know and are provided with choice of tools to utilize in order to increase understanding, engagement and tap into their interests.

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

All students are exposed to a balanced literacy model of instruction as part of the Tier 1 standards-based classroom instruction. Our Literacy Coach provides teachers with support in analyzing data, developing lesson plans and implementing the balanced literacy model in their classrooms. Through observations, feedback on implementation will be provided to 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?

The core program that is used is Journeys. To supplement Journeys, we use the Scholastic, Social Studies and Science Guided reading texts. For interventions, we use Leveled Literacy Intervention, Fundations, Phonics for Reading & Rewards. The school ensures that students have access to a blanace of literary and informational text in a variety of mediums by providing teachers with Social Studies and Science guided

reading texts. Additionally, our teachers use BrainPop and additional texts housed in our Media Center to supplement the curriculum and expose students to varied texts that explore literary and informational 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?

We implement SEL standards everyday in our school in many ways. We have mentoring programs, inclusion activities, classroom lessons,group couneling, and social clubs.
Teachers know the SEL standards as it is given to them. We also provide them with everything they need to be successful in teaching the standards.

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

We have an array of programs at our school that support our students both in and outside of the classroom. Teachers and students are very aware of our Social Emotional initiatives that are taking place in our school. This information is relayed to them in assemblies, classroom lessons, morning announcements and by modeling.

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

We have always had a positive and inclusive culture at our school. Now with the development of SEL teams and SEL Plans it is much more laid and out specific so that it is easier to implement with fidelity.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Standards-based progress monitoring assessments (monthly); Instructional Focus Calendar, Family STEM nights, STEMScopes Training	Kathleen Howard	5/31/2018	STEMScopes Training	$0.00
Standards-based progress monitoring assessments (monthly); Instructional Focus Calendar; Math Teacher support through collaborative data analysis, lesson planning and modeling.	Susan Antunez	6/4/2019	Small Group Instruction	
Standards-based progress monitoring assessments (monthly); Instructional Focus Calendar, Modeled Lessons & Increased Support from Literacy Coach	Janet Chrystie	6/4/2019	Small Group Instruction	

School Improvement Plan (SIP)

School Name   Welleby ES (2881)

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
Data Driven Instruction in Mathematics	Tuesday		4/23/2019 - 4/23/2019	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction in ELA	Tuesday		4/9/2019 - 4/9/2019	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction in Mathematics	Tuesday		3/12/2019 - 3/12/2019	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction in ELA	Tuesday		2/26/2019 - 2/26/2019	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction in Mathematics	Tuesday		2/12/2019 - 2/12/2019	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction in ELA	Tuesday		1/22/2019 - 1/22/2019	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction in Mathematics	Tuesday		1/7/2019 - 1/7/2019	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Data Driven Instruction in ELA	Tuesday		12/18/2018 - 12/18/2018	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction in Mathematics	Tuesday		12/11/2018 - 12/11/2018	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction in ELA/Mathematics	Tuesday		11/6/2018 - 11/6/2018	9:00 AM - 11:00 AM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction in ELA	Tuesday		10/30/2018 - 10/30/2018	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction in Mathematics	Tuesday		10/9/2018 - 10/9/2018	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction in ELA	Tuesday		10/2/2018 - 10/2/2018	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction in Mathematics	Tuesday		9/18/2018 - 9/18/2018	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction in ELA	Tuesday		9/4/2018 - 9/4/2018	2:15 PM - 3:15 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
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03	138	8.70	0.00	0.00	14.50	1.40
04	127	10.20	0.00	0.00	12.60	1.60
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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.

Tier 1: Welleby Elementary School uses the Benchmark Assessment System (BAS) to determine students' instructional levels in English Language Arts. This data is used to group students and work with them to ensure that their needs are met. For Tier 1 the district reading series is Journeys. Our school is also using novels and books from scholastic to provide guided reading to our students. The iReady Diagnostic Assessment is another tool that is used to determine student placement.

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Tier 3: Leveled Literacy Intervention is also put into place for our Tier 3 students in ELA. In math, the Go Math Intensive Intervention is in place. These interventions are done in the classroom.

To ensure that students are progressing toward school and district goals and that they are receiving the appropriate interventions, the MTSS team meets with the teachers every other week to review the data collected. The Math and Literacy Instructional Coaches provide support by modeling lessons and training the teachers on how to use the different intervention programs.
To ensure that the classroom instruction is accessible to the full range of learners using the Universal Design for Learning principles, the teachers have access to multiple research based interventions and assessments. We make sure we are proactive in identifying the need and providing the appropriate intervention for each student.

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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

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?

English Language Arts (ELA) is the focus for improving student achievement. For the past few years we have made slow gains in ELA, but we still have more than 50% of our students who are below level in this area. It is our believe that reading is a fundamental skill that our students need to be successful. It is our belief that improvement in reading will help our students to be more successful in the other content areas. By focusing on this content area, we believe that we can get more and more students to be proficient and that will eventually transfer into the other content areas.

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

- A new an clear focus on the Interactive Read Aloud and Guided Reading.
- A clear and concise Instructional Focus Calendar (IFC) has been created for every grade level.
- The Phonics Word Study program by Fountas & Pinell is being used in our primary grades to build foundational skills.
- Ready LAFS is being used in the intermediate grades to improve comprehension.

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

Teachers will collaborate during planning to discuss specific strategies and resources to aling with the standards. Tier 1 instruction will focus on small groups and targeted interventions. Student data will be reviewed weekly by the grade level teachers during meetings to identify students that need additional interventions. Students that are not responding to the Tier 1 interventions will be evaluated further during data chats with the principal. Further evaluation of the student's data will be addressed during RTI meeting to determine Tier 2 and Tier 3 interventions. The team will make recommendations based on the individual needs of the student.

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For math we are using the Go Math Chapter Assessments that goes along with the Go Math Curriculum.

At our school, we also use the School City platform to create ELA and Math assessments for progress monitoring of the Florida Standards.

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

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- Through our PLCs (guided by our instructional coaches) we take the time to analyze student data and to decide where more time needs to be spent on certain standards to ensure that our students are progressing. We also look for outliers in the data, and find new strategies to use with these students to ensure their success. If students continue to perform below expectancy, RTI strategies are put into place to try and help students to become successful with the academic content.

Multi Tiered Systems of Supports (MTSS)

- Using a multi tiered system of support, teachers are working to meet the needs of all students.
- Tier 1 is for every student. These strategies are used by teachers to support all students. Careful attention is given to all students to ensure that their needs are met.
- Tier 2 strategies are put into place for those students who are the outliers in Tier 1. Separate programs and instructional strategies are put into place to meet the needs of this group of students.
- Tier 3 strategies are there for those students who fall far below the academic expectations of the school/district. Programs and strategies are put into place for these students to help them become successful with academic content and grade level standards.

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)?

In English Language Arts, we are working to implement small group guided reading. Using this strategy, teachers are able to meet the needs of all students. Groups are leveled using BAS data, and teachers work to meet the needs of the students in each group. Likewise, the students work in centers and independent work that are scaffolded and differentiated to meet the needs of all students. In K-2 our goal is to increase foundational skills. In 3-5 our goal is to increase reading comprehension.

In Math, we are working to implement guided math. While this is still a work in progress, teachers are working to meet the needs of all learners. Through differentiated instruction that takes into account the learning styles of the learners in their classes, teachers are ensuing that the needs of all students are met.

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

Standards Based Assessment

- Assessments are built on the FSA Math & ELA Standards and allow coaches to track student progress towards the goal. This data is used to determine if teacher instruction is effective.

Balanced Literacy

- District, Cadre, and School Instructional Rounds will be used to determine if this instructional strategy is implemented properly and effectively.
- Training and PD is being provided to teachers to ensure that this strategy is being implemented with fidelity.

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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K-5 Core Mathematics Text: Go Math

- For students working in Tiers 2 and 3, we also have strategic and intensive intervention programs that teachers can use for intervention strategies.

K-5 Core Science Text: 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?

Daily: Strategies are implemented by students and staff on a daily basis to ensure that the SEL needs of students are being met. Teachers are implementing daily mindfulness practices, morning meetings, and regulation zones to help students develop social and emotional skills. We have also started to incorporate a few messages in different languages on the morning announcements that represent the different cultures and languages at our school. We are also participating in many national and district initiatives that will help our students develop these life skills.

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

Self Awareness/Self Management

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- Morning Meetings
- Zones of Regulation
- Go Noodle
- Class Dojo

Social Awareness

- Implementing Sanford Harmony Curriculum
- Art2Soul: Group Run by the School Psychologist
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- Think B4 You Post Initiative
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- Using Accountable Talk in the Classroom
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Relationship Skills

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

Using our Schoolwide Positive Behavior Plan and the programs mentioned above, we ensure that our students social emotional needs are met. We also have a House System in place where healthy competition, community building, and collaboration are emphasized to move scholars forward.

School Improvement Plan (SIP)

School Name   Welleby ES (2881)

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
Data Driven Instruction in Mathematics	Tuesday		4/23/2019 - 4/23/2019	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
Data Driven Instruction in ELA	Tuesday		4/9/2019 - 4/9/2019	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
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BEST PRACTICE #2

An Embedded High Quality RtI Process

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