

School Improvement Plan (SIP)

School Name Cresthaven ES (0901)

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
Using CHAMPS to improve classroom management	Tuesday	4th	9/25/2018 - 4/16/2018	2:10 PM - 2:50 PM	Pre K, K, 1, 2, 3, 4, 5
Components of Balanced Literacy	Tuesday	1st2nd3rd	9/18/2018 - 5/7/2019	2:10 PM - 2:50 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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	101	14.90	0.00	0.00	32.70	6.90
01	91	15.40	1.10	0.00	40.70	9.90
02	103	10.70	1.00	0.00	43.70	4.90
03	108	19.40	0.00	0.00	29.60	4.60
04	78	19.20	2.60	0.00	29.50	9.00
05	98	16.30	1.00	0.00	33.70	5.10

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

Students are identified by results on a variety of assessment data such as; letter names and sounds, Benchmark Assessment System (BAS) and performance on standardized tests. Teachers refer students to the "Collaborative Problem Solving Team" who use assessment data to prescribe an early intervention. Some interventions that have proven to be successful are Foundations for phonics when students have difficulty identifying letters and sounds. The "Leveled Literacy Intervention" (LLI) is used as an intervention for students displaying areas of concern in comprehension, phonics, and fluency. An education support professional meets with students who have limited English language skills and implements programs to help with language acquisition

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	9/12/2018 - 5/22/2019	8:00 AM - 12:30 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

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Cresthaven-El-SAC-SAF-Schedule.pdf	October	None	10/19/2018
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0901-2018.19-Bylaws.pdf	September	SAC ByLaws	10/2/2018
SAC-Sign-in-9-27-18.pdf	September	Developed	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

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	308	114 of 137	1	123	245

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 for improving student achievement. We chose this goal because we have had growth in reading proficiency for the past few years and want to continue with that growth since the Strategic Plan Target is 50.5 % in 2020.

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?

Continuous improvement with a focus on high quality instruction in reading will be scaled up to increase reading proficiency.

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

Continuous improvement in Early Literacy is being scaled up through balanced literacy and frequent monitoring of reading data.

- Teachers will be provided with professional development with a focus on modeled interactive read aloud, shared reading, and guided reading lesson planning.
- The literacy coach is attending principal cadre meetings with the principal as their training focuses on interactive read aloud and shared reading.
- The support staff has been trained in analyzing reading data based on results from School City to support teachers with appropriate remediation and enrichment.
- Grade level teachers meet together in PLCs to plan instruction based on data from formative assessments.

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

The literacy and math coaches created a curriculum map with a timeline of assessments to be given. Every two weeks, standards are tested through formative tests. The coaches create standards based tests on School City

every 2 -3 weeks. BAS is given quarterly to offer instructional and independent activities based on those results. BAS is given every two weeks to monitor those students in tier 2 or tier 3 interventions.

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

The Collaborative Problem Solving Team (CPST) meets the 2nd and 4th Wednesday of each month to monitor progress on BAS or Cool Tools to ensure that students are on track in their response to the intervention (RtI).

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

The BAS is given to monitor student progress in reading and to pinpoint areas of strength or weakness. Small group instruction is planned for based on students' instructional levels and with the reading continuum in mind. Differentiation and student choice is offered so that all students can feel successful and are instructed at the zone of proximal development. The school ensures that UDLs are embedded in both planning and instruction through classroom observations and participation in team planning sessions.

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

The school ensures the Tier 1 strategies are implemented through observations by administration, coaching, and participation in PLCs. Feedback about effective use of Balanced literacy components is given with frequency by administration, support staff, and peers. Data chats provide information about the effectiveness of Tier 1 strategies.

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 offers information and literary texts for the Core reading program. This year, the integration of Science through STEM Scopes, science read alouds, and Learning A to Z ensures that students are provided with choices of text and mediums. The book room has 6 packs of books for teacher check out so that small group reading is effective and ensures students have access to a variety of texts at their instructional and independent levels. LLI and the Journeys Literacy Toolkits are implemented as reading interventions for struggling readers or those in a Tier 2 or tier 3 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?

Cresthaven Elementary implements SEL Learning standards through the positive classroom environments created by the teachers and students. This year, interpersonal skills are a focus through our schoolwide implementation of CHAMPS. Setting the expectations for the learning environment ensures that students have examples of appropriate social skills.

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

Classrooms offer more student choice, projects that require decision making skills, accountable talk and document based questioning. SEL is explicitly taught through Social skill programs such as LEAPS and lessons implementing the character traits. Self management and relationship skills are integrated through CHAMPS strategies for effective classroom management and decorum.

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

Cresthaven Elementary has a school wide behavior plan with 4 expectations: We are responsible, we are observant of rules, we are kind, and we are safe. Teachers have developed classroom rules based on these expectations. The classroom environment encourages self management based on the components of CHAMPS. Students are recognized for exhibiting character traits. There are also mentoring programs such as Diamonds and Sapphires (a girls' leadership group). Adult mentoring is provided with staff members serving as "listeners" in our Care Bear program.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Balanced literacy is implemented daily in grades K-5. Interactive read alouds and shared reading incorporate science and social studies. Reading progress is monitored by use of the Benchmark assessment system and standards based testing using School City.	Administration and Literacy Coach	5/15/2019	Teacher training in implementation of Modeled interactive read alouds and shared reading.	Materials such as book boxes for effective use of balanced literacy.

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School Improvement Plan (SIP)

School Name Cypress ES (1781)

School Year 2018 - 2019

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04	130	23.10	0.80	0.00	35.40	8.50
05	134	15.70	0.70	0.00	23.10	3.70

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

All students in kindergarten-third grade are administered the Benchmark Assessment System (BAS) running record a minimum of three times throughout the school year. Students in fourth and fifth grade who scored a level 1 or level 2 are also administered the Benchmark Assessment System (BAS) a minimum of three times during the school year. In addition to the BAS assessment, students in grades first through fifth take periodic School City Assessments in reading and math to monitor progress toward grade level standards and expectations. All third, fourth, and fifth grade students take School City Science assessments at the end of each instructional cycle.

All students K-5 participate in core literacy, math, and science instruction. Teachers utilize school-level pacing guide and Journeys as a resource to plan grade level instruction for all students. All students participate in small group guided reading during the 90 minute reading block to receive individualized instruction based on students' needs. Teachers in K-5 utilize Go Math and the district's pacing guide to plan grade level instruction in math for all students. All teachers utilize Stemscope and the school's pacing guide to address Science Standards at each grade level K-5.

Supplemental programs in reading include Foundations in grades K-1 and Language Arts Florida Standards Ready Books from Curriculum Associates in grades 1-5. Supplemental programs in math include Math Florida Standards Ready Books from Curriculum Associates. The iReady computer program is used in grades 1-5 for a minimum of 45 minutes per week. Supplemental programs in science include Science Boot Camp. These materials are supplemental and range from 3-5 grades. Teachers in K-2 use the Science 4 For Us to supplement their science lessons. Supplemental program in writing includes resources from Core Connections to supplement and enhance core instruction in writing for all students K-5. Math fluency skills are addressed with the Reflex program and Athletics program. Students in the Dual Language program use iStation to help supplement their instruction in the Spanish classroom. To address vocabulary needs we use Vocabulary Spelling City in grades K-5.

Intervention programs for reading include LLI, Words Their Way, Phonics for Reading, Elements of Reading and Super QAR, Foundations, and Six Minute Solution. Each of these interventions are strategically assigned to students based on their needs as identified through Diagnostic Assessments. Intervention programs for math include Strategic Interventions, Intensive Interventions, and Touch Math. Each of these interventions are strategically assigned and used with students based on their needs as identified through Diagnostic Assessments and CPST meetings.

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2018-2019-CYE-SAC-SAF-SCHEDULE--(1).docx	October	None	10/19/2018

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2018-2019-SAC-Committee-Membership.pdf	September	Approved	10/1/2018

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Goals

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

Based on Cypress Elementary School's FSA results from 2018, the content area of focus will be literacy. In 2018, only 37 percent of third, fourth, and fifth grade students were identified as

proficient in reading.

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

PLCs will be enhanced to improve teaching and learning in reading to increase student performance. PLCs will focus on Balanced Literacy components through the use of the literacy continuum. During our collaborative Thursdays, teachers will analyze data, plan instruction, and gather appropriate resources aligned to the Florida Standards. The RTI process will be enhanced to ensure all students are provided the appropriate interventions. Teachers and the school Leadership Team will meet biweekly to monitor student progress and make adjustments as necessary. Teachers will receive support from grade level facilitators to ensure that students needs are met. Staff trainings will align to student achievement data and teacher need. Professional development will be provided to teachers to improve and support the quality of teaching and learning in order to increase performance. Professional development will focus on literacy. Teachers will attend district trainings that will support the school's literacy initiative.

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

PLCs will be scaled up by the attendance of at least one support member and/or administration to support effectiveness of each grade level PLC and the use of time. Agenda will be determined based on data and specific grade level curriculum needs. Agenda will also include a time dedicated to balanced literacy using the balanced literacy continuum. RTI will be scaled up through the implementation of a clear and focused plan to ensure all students' needs are met. Intervention programs will be taught daily by trained staff to ensure effectiveness of intervention and alignment to student need. Data from daily interventions will be collected by interventionists and reviewed during CPST to monitor student growth. Staff will be surveyed to determine what trainings is needed. Teachers will attend district trainings relevant to their specific needs. The Literacy Coach will conduct trainings focused on the Balanced Literacy components, and interpreting BAS assessments. The Literacy coach will also model for teachers needing specialized assistance in the Literacy block. In additon, we revamped the Instructional Focus Calendar (IFC) to meet the needs of our students

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

We analyze all data collected:

BAS data is collected after every assessment window

i-ready reading and math diagnostic is collected after every assessment

School City summative and formative assessment data is collected at the end of each curriculum and discussed at monthly data chats

Acaletics Math monthly scrimmage

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

If students are not making progress, they will go through the RTI process. Students in need of intervention will receive interventions from the classroom teacher, Instructional coaches or a resource teacher. Students will be monitored to determine if they are making progress or if the intervention needs to be changed to meet their needs.

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)?

Cypress Elementary School ensures that all classroom instruction is accessible to all of our learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching) by implementing the UDL principles and conducting ongoing classroom observations that provides the school with data that supports a student-centered environment. Curriculum coaches also ensure all classroom instruction is accessible to the full range of learners using the UDL principles. Resources are provided to assist with supporting teachers with UDL and Personalized Learning.

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

Classroom walkthroughs by administration, district, staff, and Instructional Coaches allows us to determine if there is proper implementation of the balanced literacy components. In order to have effective and consistent implementation the same There is school wide training and all teachers are expected to attend. We also do grade level training on Thursdays when we have "curriculum conversation".

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 school utilizes a variety of programs to meet student needs such as:

ELA- At Cypress Elementary the following programs are available:

Leveled readers, iReady, LAFS (Curriculum Associates), content area readers, Phonics for Reading, Super QAR, Foundations, Words Their Way, NewsELA, Accelerated Reader (AR), and LLI.

Math-Go math, Reflex, iReady, and Acaletics.

At Cypress Elementary, there is a book resource room with a plethora of leveled books across all of the genres that is available for the teachers to use with students. The literacy block also has social studies and science content embedded in the instruction.

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

Students are encouraged to express their emotions through the use of feelings cards, journaling, drawing, behavior thinking maps, or student conferences with teacher or counselor. Classroom activities focused on identifying personal strengths as well as awareness of helpers in the school and community. Monthly Kids of Character recognition events for students who exhibit outstanding character traits. Classroom activities focused on identifying personal strengths as well as awareness of helpers in the school and community. Monthly Kids of Character recognition events for students who exhibit outstanding character traits. Students are taught how to write and monitor their goals through modeling and practice. Sanford Harmony Quick Connection Cards, role-playing, therapeutic games, and literature are used to teach students how to develop and express empathy in social situations. Role-playing, board games, morning meetings, and classroom lessons will provide students with opportunities to communicate effectively with their peers. As well as participation in the prevention weeks throughout the school year. Students will engage in role-playing with peers or puppets, use quick connection cards, and participate in conflict mediation as needed. Red Ribbon Week activities and lessons from the Sanford Harmony and Start with Hello programs. Also, student participation in I'm Thumbody, Home Alone, and Kid-safe presentations. Utilize behavior thinking maps to provide students with opportunity to reflect on their decisions. Also, monthly recognition events for students who have made positive choices and engaged in prosocial behavior. Utilize quick connection cards, morning meetings, and student greeters to foster sense of belongingness to the school community. Participation in activities throughout Peace Week, Start with Hello Week, No Name Calling Week, and Anti-Bullying Week.

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

Students are encouraged to express their emotions through the use of feelings cards, journaling, drawing, behavior thinking maps, or student conferences with teacher or counselor. Classroom activities focused on identifying personal strengths as well as awareness of helpers in the school and community. Monthly Kids of Character recognition events for students who exhibit outstanding character traits. Classroom activities focused on identifying personal strengths as well as awareness of helpers in the school and community. Monthly Kids of Character recognition events for students who exhibit outstanding character traits. Students are taught how to write and monitor their goals through modeling and practice. Sanford Harmony Quick Connection Cards, role-playing, therapeutic games, and literature are used to teach students how to develop and express empathy in social situations. Role-playing, board games, morning meetings, and classroom lessons will provide students with opportunities to communicate effectively with their peers. As well as participation in the prevention weeks throughout the school year. Students will engage in role-playing with peers or puppets, use quick connection cards, and participate in conflict mediation as needed. Red Ribbon Week activities and lessons from the Sanford Harmony and Start with Hello programs. Also, student participation in I'm Thumbbody, Home Alone, and Kid-safe presentations. Utilize behavior thinking maps to provide students with opportunity to reflect on their decisions. Also, monthly recognition events for students who have made positive choices and engaged in prosocial behavior. Utilize quick connection cards, morning meetings, and student greeters to foster sense of belongingness to the school community. Participation in activities throughout Peace Week, Start with Hello Week, No Name Calling Week, and Anti-Bullying Week.

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

Our school-wide policies and practices support the social emotional learning needs of students by creating a welcoming and supportive school environment. We employ morning student greeters in every classroom and in different areas of the school to greet their peers to cultivate a sense of community and connectedness. Our procedures and use of the Sanford Harmony and Start with Hello Programs will encourage self-awareness, social awareness, relationship skills, self-management, and responsible decision making of all students. In addition to presentations and classroom guidance lessons, our students are taught the schoolwide expectations to help foster prosocial behavior during their specials area classes every quarter which are also reinforced by classroom teachers.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
PLCs, Analyzing Data, Professional Development and Instructional Modeling by Coaches	Administration and Literacy Coaches	6/5/2019	Core Connections Writing, Balanced Literacy, Small Group instruction, and Disaggregating Data	
PLCs, Professional Development, Analyzing Data, and Modeling of Instruction by Literacy Coaches	Administration and Literacy Coaches	6/5/2019	Balanced Literacy Components and Small Group differentiated Instruction	

School Improvement Plan (SIP)

School Name Cypress ES (1781)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Grade Level PLC	Wednesday Thursday		8/23/2018 - 5/30/2019	8:10 AM - 1:30 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)
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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	133	32.30	0.00	0.00	62.40	21.10
01	128	25.00	1.60	0.00	43.00	11.70
02	117	20.50	0.90	0.00	35.90	11.10
03	132	15.90	0.80	0.00	35.60	6.10
04	130	23.10	0.80	0.00	35.40	8.50
05	134	15.70	0.70	0.00	23.10	3.70

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

All students in kindergarten-third grade are administered the Benchmark Assessment System (BAS) running record a minimum of three times throughout the school year. Students in fourth and fifth grade who scored a level 1 or level 2 are also administered the Benchmark Assessment System (BAS) a minimum of three times during the school year. In addition to the BAS assessment, students in grades first through fifth take periodic School City Assessments in reading and math to monitor progress toward grade level standards and expectations. All third, fourth, and fifth grade students take School City Science assessments at the end of each instructional cycle.

All students K-5 participate in core literacy, math, and science instruction. Teachers utilize school-level pacing guide and Journeys as a resource to plan grade level instruction for all students. All students participate in small group guided reading during the 90 minute reading block to receive individualized instruction based on students' needs. Teachers in K-5 utilize Go Math and the district's pacing guide to plan grade level instruction in math for all students. All teachers utilize Stemscope and the school's pacing guide to address Science Standards at each grade level K-5.

Supplemental programs in reading include Foundations in grades K-1 and Language Arts Florida Standards Ready Books from Curriculum Associates in grades 1-5. Supplemental programs in math include Math Florida Standards Ready Books from Curriculum Associates. The iReady computer program is used in grades 1-5 for a minimum of 45 minutes per week. Supplemental programs in science include Science Boot Camp. These materials are supplemental and range from 3-5 grades. Teachers in K-2 use the Science 4 For Us to supplement their science lessons. Supplemental program in writing includes resources from Core Connections to supplement and enhance core instruction in writing for all students K-5. Math fluency skills are addressed with the Reflex program and Athletics program. Students in the Dual Language program use iStation to help supplement their instruction in the Spanish classroom. To address vocabulary needs we use Vocabulary Spelling City in grades K-5.

Intervention programs for reading include LLI, Words Their Way, Phonics for Reading, Elements of Reading and Super QAR, Foundations, and Six Minute Solution. Each of these interventions are strategically assigned to students based on their needs as identified through Diagnostic Assessments. Intervention programs for math include Strategic Interventions, Intensive Interventions, and Touch Math. Each of these interventions are strategically assigned and used with students based on their needs as identified through Diagnostic Assessments and CPST meetings.

RtI Team Meeting Schedule

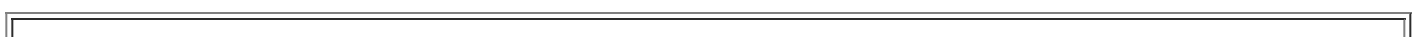
Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 3rd	9/5/2018 - 5/22/2019	8:30 AM - 2:00 PM

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Cypress-Elementary-May-meeting-.pdf	September	Monitored	10/19/2018
2018-2019-CYE-SAC-SAF-SCHEDULE--(1).docx	October	None	10/19/2018

File Name	Meeting Month	Document Type	Uploaded Date
Cypress-September-Meeting-18-19.pdf	October	Monitored	10/19/2018
SAC-and-SAF-By-Laws-.pdf	October	SAF ByLaws	10/19/2018
SAC-and-SAF-By-Laws-.pdf	October	SAC ByLaws	10/19/2018
2018-2019-SAC-Committee-Membership.pdf	September	Approved	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
2	352	73 of 137	-352	101	201

Goals

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

Based on Cypress Elementary School's FSA results from 2018, the content area of focus will be literacy. In 2018, only 37 percent of third, fourth, and fifth grade students were identified as

proficient in reading.

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

PLCs will be enhanced to improve teaching and learning in reading to increase student performance. PLCs will focus on Balanced Literacy components through the use of the literacy continuum. During our collaborative Thursdays, teachers will analyze data, plan instruction, and gather appropriate resources aligned to the Florida Standards. The RTI process will be enhanced to ensure all students are provided the appropriate interventions. Teachers and the school Leadership Team will meet biweekly to monitor student progress and make adjustments as necessary. Teachers will receive support from grade level facilitators to ensure that students needs are met. Staff trainings will align to student achievement data and teacher need. Professional development will be provided to teachers to improve and support the quality of teaching and learning in order to increase performance. Professional development will focus on literacy. Teachers will attend district trainings that will support the school's literacy initiative.

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

PLCs will be scaled up by the attendance of at least one support member and/or administration to support effectiveness of each grade level PLC and the use of time. Agenda will be determined based on data and specific grade level curriculum needs. Agenda will also include a time dedicated to balanced literacy using the balanced literacy continuum. RTI will be scaled up through the implementation of a clear and focused plan to ensure all students' needs are met. Intervention programs will be taught daily by trained staff to ensure effectiveness of intervention and alignment to student need. Data from daily interventions will be collected by interventionists and reviewed during CPST to monitor student growth. Staff will be surveyed to determine what trainings is needed. Teachers will attend district trainings relevant to their specific needs. The Literacy Coach will conduct trainings focused on the Balanced Literacy components, and interpreting BAS assessments. The Literacy coach will also model for teachers needing specialized assistance in the Literacy block. In additon, we revamped the Instructional Focus Calendar (IFC) to meet the needs of our students

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

We analyze all data collected:

BAS data is collected after every assessment window

i-ready reading and math diagnostic is collected after every assessment

School City summative and formative assessment data is collected at the end of each curriculum and discussed at monthly data chats

Acaletics Math monthly scrimmage

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

If students are not making progress, they will go through the RTI process. Students in need of intervention will receive interventions from the classroom teacher, Instructional coaches or a resource teacher. Students will be monitored to determine if they are making progress or if the intervention needs to be changed to meet their needs.

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)?

Cypress Elementary School ensures that all classroom instruction is accessible to all of our learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching) by implementing the UDL principles and conducting ongoing classroom observations that provides the school with data that supports a student-centered environment. Curriculum coaches also ensure all classroom instruction is accessible to the full range of learners using the UDL principles. Resources are provided to assist with supporting teachers with UDL and Personalized Learning.

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

Classroom walkthroughs by administration, district, staff, and Instructional Coaches allows us to determine if there is proper implementation of the balanced literacy components. In order to have effective and consistent implementation the same There is school wide training and all teachers are expected to attend. We also do grade level training on Thursdays when we have "curriculum conversation".

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 school utilizes a variety of programs to meet student needs such as:

ELA- At Cypress Elementary the following programs are available:

Leveled readers, iReady, LAFS (Curriculum Associates), content area readers, Phonics for Reading, Super QAR, Foundations, Words Their Way, NewsELA, Accelerated Reader (AR), and LLI.

Math-Go math, Reflex, iReady, and Acaletics.

At Cypress Elementary, there is a book resource room with a plethora of leveled books across all of the genres that is available for the teachers to use with students. The literacy block also has social studies and science content embedded in the instruction.

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

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Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
PLCs, Analyzing Data, Professional Development and Instructional Modeling by Coaches	Administration and Literacy Coaches	6/5/2019	Core Connections Writing, Balanced Literacy, Small Group instruction, and Disaggregating Data	
PLCs, Professional Development, Analyzing Data, and Modeling of Instruction by Literacy Coaches	Administration and Literacy Coaches	6/5/2019	Balanced Literacy Components and Small Group differentiated Instruction	

School Improvement Plan (SIP)

School Name Deerfield Beach ES (0011)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ELA/Math	Monday	1st3rd	8/27/2018 - 5/20/2018	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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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	104	28.80	2.90	0.00	42.30	16.30
01	102	17.60	2.00	0.00	37.30	10.80
02	103	12.60	1.90	0.00	36.90	8.70
03	97	8.20	1.00	0.00	28.90	4.10
04	122	7.40	0.80	0.00	32.00	4.10
05	103	9.70	0.00	0.00	32.00	3.90

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

School level progress is monitored through a variety of different diagnostic and summative assessment tools including quarterly BAS, instructional cycles based on standards with School City Assessments (literacy), quarterly School City Assessments (math), monthly writing prompts, and chapter math assessments. Teachers also utilize individual observations and keep notes during their guided reading groups.

In Literacy, staff implement a variety of instructional materials. Core materials include our leveled guided reading book room where we house thousands of titles that are leveled based on student BAS levels. Teachers also have a large collection of books for whole group balanced literacy instructional methods. We utilize multiple intervention programs for grade levels based on individual and small groups of needs. These programs include Foundations, Just Words, Phonics for Reading, LLI, and strategic skills and strategy instruction using complex text for comprehension. Supplemental materials include Readworks, ZOOM-In, Storyworks, and Newsela programs. DBES also utilizes iReady and Myon as an online programs that are used as a reading center and as homework as a supplemental reading program.

In Math, DBES utilizes components of the Go Math series and Engage New York based on the standards and the needs of the students. We utilize Reflex Math and Xtramath.org, two online math fluency programs, as both supplemental and intervention programs. We also utilize the GO Math intervention materials as a Tier 2 and Tier 3 intervention. Teachers utilize the online component of Science Scopes and the leveled readers from the new Social Studies adoption and integrate them into their literacy blocks to ensure students are instructed on the grade level standards.

DBES has created a positive and strong MTSS-RTI culture based on simple expectations grounded in continuous

monitoring. At DBES, administration utilizes both formative and summative data to ascertain where large & small group trends are and teachers use the same information to concentrate on individuals. DBES placed a premium on initial data collection at the beginning of the year, gathering all of our needed BAS scores amongst other diagnostic data to determine initial needs of our students and to build the necessary interventions. Each intervention has a built in weekly data pull that is monitored over the course of the weeks to determine next steps. This information travels with students with progress monitoring folders. This tool stays with them as they move from grade level to grade level. Our school has scheduled out monthly RTI meetings for each grade level and continuously bring up students to discuss. Students are brought up by both teachers and administration based on the data we review and see.

DBES utilizes the Balanced Literacy Approach which ensures that all students are getting instructed in the LAFS and MAFS standards. Through Interactive Read Alouds, Shared Reading, Guided Reading, and Independent reading students are receiving instruction in reading skills and strategies, thinking processes, utilizing Thinking Maps when appropriate. Teachers incorporate checklists and rubrics to provide students with the opportunity to reflect on their learning and set goals based on what is needed obtain what is needed for mastery In all subject areas, teachers utilize a variety of anchor charts, and technology such as the Recordex, laptops, document cameras.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday		10/8/2018 - 5/15/2019	8:30 AM - 2:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	

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

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
2018-eProve-Parent-Survey.pdf		10/16/2018
2018-eProve-Staff-Survey.pdf		10/16/2018
2018-eProve-Staff-Survey.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

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Oct-Meet-with-minutes-.pdf	October	SAC ByLaws	10/30/2018
SAC-SAF-meeting-dates-1819.pdf	October	SAC ByLaws	10/30/2018
SAC-Committee-Membership-18-19.pdf	October	SAC ByLaws	10/30/2018
SAC-ByLaws-2018-2019.pdf	October	SAC ByLaws	10/30/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	273	198 of 210	2	145	289

School Improvement Plan (SIP)

School Name Deerfield Beach ES (0011)

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

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DBES has created a positive and strong MTSS-RTI culture based on simple expectations grounded in continuous

monitoring. At DBES, administration utilizes both formative and summative data to ascertain where large & small group trends are and teachers use the same information to concentrate on individuals. DBES placed a premium on initial data collection at the beginning of the year, gathering all of our needed BAS scores amongst other diagnostic data to determine initial needs of our students and to build the necessary interventions. Each intervention has a built in weekly data pull that is monitored over the course of the weeks to determine next steps. This information travels with students with progress monitoring folders. This tool stays with them as they move from grade level to grade level. Our school has scheduled out monthly RTI meetings for each grade level and continuously bring up students to discuss. Students are brought up by both teachers and administration based on the data we review and see.

DBES utilizes the Balanced Literacy Approach which ensures that all students are getting instructed in the LAFS and MAFS standards. Through Interactive Read Alouds, Shared Reading, Guided Reading, and Independent reading students are receiving instruction in reading skills and strategies, thinking processes, utilizing Thinking Maps when appropriate. Teachers incorporate checklists and rubrics to provide students with the opportunity to reflect on their learning and set goals based on what is needed obtain what is needed for mastery In all subject areas, teachers utilize a variety of anchor charts, and technology such as the Recordex, laptops, document cameras.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday		10/8/2018 - 5/15/2019	8:30 AM - 2:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	

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

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
2018-eProve-Parent-Survey.pdf		10/16/2018
2018-eProve-Staff-Survey.pdf		10/16/2018
2018-eProve-Staff-Survey.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

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Oct-Meet-with-minutes-.pdf	October	SAC ByLaws	10/30/2018
SAC-SAF-meeting-dates-1819.pdf	October	SAC ByLaws	10/30/2018
SAC-Committee-Membership-18-19.pdf	October	SAC ByLaws	10/30/2018
SAC-ByLaws-2018-2019.pdf	October	SAC ByLaws	10/30/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	273	198 of 210	2	145	289

School Improvement Plan (SIP)

School Name Endeavour Primary (3301)

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
3301 PLC (Literacy and Math)	Wednesday	1st2nd3rd	10/3/2018 - 5/15/2019	2:30 PM - 3:15 PM	Pre K, K, 1, 2, 3

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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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	100	29.00	2.00	0.00	45.00	22.00
01	78	32.10	0.00	0.00	38.50	15.40
02	80	20.00	0.00	0.00	26.30	8.80
03	93	23.70	3.20	0.00	31.20	8.60

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

EPLC reviews all retained students and students with prior Tier Plans during the month of August. The RTI Coordinators notifies all teachers of these targeted students. Teacher are directed to review the plan in BASIS and to continue to implement the plan for 3-4 weeks to determine if the plan continues to be effective or if adjustments need to be made or strategies need to be changed. In addition, the SSW reviews past attendance patterns to determine if a barrier exists. All students are scheduled for an initial RTI consult during September and October. Initial data include beginning prerequisite data and BAS assessment which are reviewed to determine if the student is on track to meeting grade level promotion criteria.

The configuration of the PLC's provided a structured process in which each teacher is required to review their students' data and complete a data template for ELA and Math within each PLC Cycle. The data templates are submitted to Administration for review. The data is also discussed during the weekly scheduled Grade Level PLC's. Each teacher will participate in an individual data chat with the Leadership Team. Teachers will share their findings including proficiency levels, strengths, weaknesses, trends, common distractors, identify (3) targeted goals, and create an action plan.

Teachers utilize the school-based IFC's that were created by the academic coaches to ensure that the targeted standards are taught. IFC's contain guideline, resources, supplemental activities to assist with the delivery of the content. Test Specifications are also reviewed to ensure that the standard is taught with fidelity. Ongoing progress monitoring include teacher-made informal assessment, School City assessments created by coaches, and a grade level comprehensive assessment to determine progress and growth.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 3rd, 4th, 5th	5/2/2019 - 5/30/2019	8:45 AM - 12:00 PM
Wednesday	2nd, 4th	4/11/2019 - 4/25/2019	8:45 AM - 12:00 PM
Wednesday	2nd	3/14/2019 -	8:45 AM - 12:00 PM
Wednesday	2nd, 4th	2/12/2019 - 2/28/2019	8:45 AM - 12:00 PM
Wednesday	2nd, 5th	1/10/2019 - 1/31/2019	8:45 AM - 12:00 PM
Wednesday	3rd	12/3/2018 -	8:45 AM - 12:00 PM
Wednesday	2nd, 5th	11/8/2018 - 11/29/2018	8:45 AM - 12:00 PM
Wednesday	1st, 2nd	10/4/2018 - 10/11/2018	8:45 AM - 12:00 PM
Wednesday	3rd, 4th	9/20/2018 - 9/27/2018	8:45 AM - 12:00 PM
Wednesday		8/30/2018 -	8:45 AM - 12:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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Self-Assessment Ratings

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

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
2018-eProve-Student-Survey.pdf		10/26/2018
2018-eProve-Staff-Survey.pdf		10/26/2018
2018-eProve-Parent-Survey.pdf		10/26/2018

SCHOOL ADVISORY COUNCIL (SAC)

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SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-ByLaws-2018-19.html	October	SAC ByLaws	10/19/2018
SAC-MEETING-DATES.pdf	October	None	10/19/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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1	85	710 of 717	28	255	510

School Improvement Plan (SIP)

School Name Endeavour Primary (3301)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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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	100	29.00	2.00	0.00	45.00	22.00
01	78	32.10	0.00	0.00	38.50	15.40
02	80	20.00	0.00	0.00	26.30	8.80
03	93	23.70	3.20	0.00	31.20	8.60

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

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RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 3rd, 4th, 5th	5/2/2019 - 5/30/2019	8:45 AM - 12:00 PM
Wednesday	2nd, 4th	4/11/2019 - 4/25/2019	8:45 AM - 12:00 PM
Wednesday	2nd	3/14/2019 -	8:45 AM - 12:00 PM
Wednesday	2nd, 4th	2/12/2019 - 2/28/2019	8:45 AM - 12:00 PM
Wednesday	2nd, 5th	1/10/2019 - 1/31/2019	8:45 AM - 12:00 PM
Wednesday	3rd	12/3/2018 -	8:45 AM - 12:00 PM
Wednesday	2nd, 5th	11/8/2018 - 11/29/2018	8:45 AM - 12:00 PM
Wednesday	1st, 2nd	10/4/2018 - 10/11/2018	8:45 AM - 12:00 PM
Wednesday	3rd, 4th	9/20/2018 - 9/27/2018	8:45 AM - 12:00 PM
Wednesday		8/30/2018 -	8:45 AM - 12:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings

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

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
2018-eProve-Student-Survey.pdf		10/26/2018
2018-eProve-Staff-Survey.pdf		10/26/2018
2018-eProve-Parent-Survey.pdf		10/26/2018

SCHOOL ADVISORY COUNCIL (SAC)

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SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-ByLaws-2018-19.html	October	SAC ByLaws	10/19/2018
SAC-MEETING-DATES.pdf	October	None	10/19/2018

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	85	710 of 717	28	255	510

School Improvement Plan (SIP)

School Name Flamingo ES (2541)

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
Florida Standards Professional Learning Plan (2541 Reading K-5)	Tuesday	3rd4th	9/11/2018 - 5/14/2019	8:00 AM - 2:00 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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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
KG	105	21.00	0.00	0.00	22.90	6.70
01	113	26.50	0.90	0.00	28.30	10.60
02	127	10.20	0.80	0.00	15.70	2.40
03	117	13.70	2.60	0.00	19.70	6.00
04	122	10.70	2.50	0.00	18.90	2.50
05	127	18.90	1.60	0.00	27.60	5.50

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

Flamingo Elementary employs a variety of strategies to improve the academic performance of students identified by the Early Warning System. Instruction for all students is standards driven. Formative Assessment Data is collected monthly to determine that students are progressing toward school and District goals. Data is analyzed at monthly Professional Learning Communities PLC's) and subsequent instruction is based on results. Spiraling and reteaching of FSA Standards are integral components in this process. Flamingo Elementary School teachers utilize differentiated centers, Thinking Maps, Brain Break Movement, flexible seating, and an array of modalities that would be considered consistent with Universal Design for Learning (UDL) principles.

For English Language Arts (ELA), Balanced Literacy (LAF's, Journeys, Guided Leveled Readers) is used for core curriculum. Scholastic Newsprint and Story Works are used for supplemental materials. Phonics for Reading, Write in Reader, Foundations, Wilson, and LLI in grades 1-2 are used for Intervention programs based on students' needs. In Math, Go Math is used for core curriculum. Front Row Math is used as supplemental material, and Ten Marks is used for fluency.

The Response to Intervention (RtI) process is used to identify and guarantee that students in danger of failure and/or retention are receiving assistance and support. Students who are experiencing difficulties with Tier 1 core instructions are referred to RtI. RtI meetings consist of the RtI Team (Administrator(s), Guidance

Counselor, Literacy Coach, Math Coach, School Psychologist, et.al), teachers, and may include parents. The meetings are held every six weeks to determine progress toward standards mastery or lack thereof for referred students. Student progress is graphed. Once determined that students are still struggling, Tier 2 and or Tier 3 interventions are implemented based on deficits. RtI follow-up meetings are held, and if progress is being made interventions continue. If progress is not being made interventions may be changed or the RtI Team may recommend that the students be referred for evaluation. In addition to RtI, students who do not meet quarterly progress monitoring criteria are placed on a Progress Monitoring Plan (PMP) for Reading and/or Math.

An analysis of Early Warning Indicators from school years 2015 to 2016 showed a slight increase in percentages of students at FSA Level 1. *Percentages are as follows: 20.50%; 26.10%; 21.30% - Grades 3, 4, 5 respectively, 2015-2016 as compared to 30.40%; 28.40%; 24.50% - Grades 3, 4, 5 respectively, 2016-2017.* To address this, FSA Level 1 students in English Language Arts (ELA) and/or Math and those students who present with two or more Early Warning Indicators are identified and monitored closely to ensure their improved school performance through targeted interventions.

To recapitulate, Flamingo Elementary School strives to improve the academic performance of students identified in the Early Warning System through timely identification, routine implementation of the aforementioned academic interventions, and frequent progress monitoring.

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	7:30 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Composition.pdf	October	Monitored	11/5/2018
SAF-Bylaws2018.pdf	October	SAF ByLaws	11/2/2018
SAC-SeptemberMinutes.pdf	October	Monitored	11/2/2018
SAC-Agenda-Sign-in-10-29-18.pdf	October	Monitored	11/2/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Meetings.pdf	September	Developed	10/22/2018
SAC-Agenda-Minutes9-24-18.pdf	September	Developed	10/22/2018
SAC-Bylaws2018.pdf	September	SAC ByLaws	10/22/2018

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	352	108 of 156	1	105	210

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?

As evidenced in the Spring 2018 Florida Standards Assessment Reporting Categories and the recent SES Band Data, the following content area(s) will be focused upon based on less than anticipated student achievement outcomes:

- English Language Arts (ELA) - Integration of Knowledge and Ideas Cluster - Grades 3, 4, and 5 (50%, 46%, 58%); respectively

- Math -
 - Numbers and Operations Grade 3 (56%), Grade 4 (57%)
 - Algebraic Operations, Thinking and Fractions Grade 5 (45%)

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

To increase performance within the SES Band, the following practices will be implemented based on the analysis of the results of the Spring 2018 Florida Standards Assessment Reporting Categories:

- Professional Learning Communities
- Literacy Continuum
- Leveled Reader Book Room
- Use of Instructional Focus Calendars (IFC's)
- Use of Text-Dependent Questions in Reading and across all content areas
- Accountable Talk in evidence - (discourse)
- Fluency Tier 1 Six Minute Solution - Quick Reads
- High Probability Elements
- Formative Assessments - School City
- Journeys Phonics K - 2
- Science Experiments Weekly Evidence in Student Journals
- Ready LAFS in small groups Grades 2-5 - evidence in Workbooks
- Math - Student Journal evidence of Understand, Plan, Solve, Check
- Intervention Groups in Reading and Math Groups targeting the lowest 25%
- Use of Thinking Maps K - 5
- Differentiated Centers

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

Best practices will be scaled-up through the following:

- Re-teaching.
- Use of Instructional Focus Calendars (IFC's) designed to address timely instruction of weakest FSA areas with focus being maintained throughout the school year.
- K-5 school-wide Tier 1 Fluency will be implemented using whole group 6 Minute Solution; Journeys Fluency Probes for assessment - school-wide quarterly Fluency Assessments will be put on the school calendar..
- K-2 Journey Phonics Daily Phonics will be implemented.
- Kindergarten will assess Fluency with DIBELS. Reading block schedules will show times for Phonics Instruction and 6 Minute Solution.
- Math Journals will be used and reviewed indicating Understand, Plan, Solve, and Check math instruction.
- All students of the lowest quartile in reading and math will be identified and assessed to determine skill levels; students will receive small group instruction targeted to deficiencies.
- Teachers will have students do more text discussion i.e. “stop and jot.”
- More resources will be sought using Comparison of Two Texts for intermediate grades.
- Grade 3 Teachers will have a greater focus on having students identify “author and you” and “on my own” questions when using QAR.
- Use of Thinking Maps K – 5

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

In addition to using texts from core, supplemental, and intervention programs, Flamingo Elementary teachers are utilizing the Balanced Literacy Bookroom, online resources, and periodicals.

Progress monitoring data is collected in ELA, Math, and Science using SchoolCity Assessments. Formative Assessments are also collected from teachers and data is analyzed in PLC's.

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

Students who are not progressing towards school and district goals are placed on a Progress Monitoring Plan. Teachers plan target instructions and identify interventions to help improve academic achievement. Small group instruction occurs daily which allows for remediation and additional interventions are provided to students not meeting school and district goals. Support is provided by classroom teacher, resource teacher, and ELA or Math Coaches. Teachers monitor frequently to gauge the effectiveness of their teaching and adjust instructional techniques to meet the needs of the individual student. If student isn't responding to Tier 1 instruction. Student is presented to RTI and moves to Tier 2 with increased interventions and instruction.

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)?

Classroom teachers plan instruction aimed at meeting the needs of every student. Teachers confer with students and identify goals that students should be working towards achievement. Goals are posted for specific lessons and student track their progress and reflect on their learning. Teachers are constantly giving feedback, praise, and encouragement. Many classrooms offer flexible sitting and flexible grouping that's conducive to the learning environment with fewer barriers for learning.

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

Tier 1 instruction is delivered directly and explicitly. Teachers utilize a Balanced Literacy method for reading instruction. Through whole group, small group, literacy center, and independent activities, lessons are differentiated to meet the individual needs of their students. A Balanced Literacy Method allows for shared reading/writing, guided reading/writing, interactive read-aloud, and independent reading/writing activity that fosters a gradual release model.

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

K-5 administers the Benchmark Assessments to determine student's independent, frustration, and instructional reading levels. Teachers utilize the Scholastic Leveled Bookroom for informational and literary text to accelerate their guided reading instruction.

- Florida Ready LAFS
- Leveled Literacy Intervention
- Phonics for Reading
- Six-Minute Fluency
- Journey's K-5

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

1. K-5 utilizes the Sanford Harmony Curriculum to promote SEL lessons
2. Move This World
3. SEL Literature / Activities
4. Monthly Kid of Character
5. Brag Tags

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

SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsibility Decision-Making and implemented School-Wide through literature to provide students with the Social and emotional Learning Skills needed to become responsible citizens and productive members of society.

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

- School-Wide mentoring programs
- Safe Learning Environment
- Academic Achievement
- Healthy Personal-Social Development

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
Monthly PLC meetings focused on specific standards instruction and small group activities.	Literacy Coach (Ms. Patrick), Math Resource Teacher (Ms. Paniagua)	6/5/2019	School Based PD with Cadre Math Contact	\$3,250.00

School Improvement Plan (SIP)

School Name Flamingo ES (2541)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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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	105	21.00	0.00	0.00	22.90	6.70
01	113	26.50	0.90	0.00	28.30	10.60
02	127	10.20	0.80	0.00	15.70	2.40
03	117	13.70	2.60	0.00	19.70	6.00
04	122	10.70	2.50	0.00	18.90	2.50
05	127	18.90	1.60	0.00	27.60	5.50

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

Flamingo Elementary employs a variety of strategies to improve the academic performance of students identified by the Early Warning System. Instruction for all students is standards driven. Formative Assessment Data is collected monthly to determine that students are progressing toward school and District goals. Data is analyzed at monthly Professional Learning Communities PLC's) and subsequent instruction is based on results. Spiraling and reteaching of FSA Standards are integral components in this process. Flamingo Elementary School teachers utilize differentiated centers, Thinking Maps, Brain Break Movement, flexible seating, and an array of modalities that would be considered consistent with Universal Design for Learning (UDL) principles.

For English Language Arts (ELA), Balanced Literacy (LAF's, Journeys, Guided Leveled Readers) is used for core curriculum. Scholastic Newsprint and Story Works are used for supplemental materials. Phonics for Reading, Write in Reader, Foundations, Wilson, and LLI in grades 1-2 are used for Intervention programs based on students' needs. In Math, Go Math is used for core curriculum. Front Row Math is used as supplemental material, and Ten Marks is used for fluency.

The Response to Intervention (RtI) process is used to identify and guarantee that students in danger of failure and/or retention are receiving assistance and support. Students who are experiencing difficulties with Tier 1 core instructions are referred to RtI. RtI meetings consist of the RtI Team (Administrator(s), Guidance

Counselor, Literacy Coach, Math Coach, School Psychologist, et.al), teachers, and may include parents. The meetings are held every six weeks to determine progress toward standards mastery or lack thereof for referred students. Student progress is graphed. Once determined that students are still struggling, Tier 2 and or Tier 3 interventions are implemented based on deficits. RtI follow-up meetings are held, and if progress is being made interventions continue. If progress is not being made interventions may be changed or the RtI Team may recommend that the students be referred for evaluation. In addition to RtI, students who do not meet quarterly progress monitoring criteria are placed on a Progress Monitoring Plan (PMP) for Reading and/or Math.

An analysis of Early Warning Indicators from school years 2015 to 2016 showed a slight increase in percentages of students at FSA Level 1. *Percentages are as follows: 20.50%; 26.10%; 21.30% - Grades 3, 4, 5 respectively, 2015-2016 as compared to 30.40%; 28.40%; 24.50% - Grades 3, 4, 5 respectively, 2016-2017.* To address this, FSA Level 1 students in English Language Arts (ELA) and/or Math and those students who present with two or more Early Warning Indicators are identified and monitored closely to ensure their improved school performance through targeted interventions.

To recapitulate, Flamingo Elementary School strives to improve the academic performance of students identified in the Early Warning System through timely identification, routine implementation of the aforementioned academic interventions, and frequent progress monitoring.

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	7:30 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Composition.pdf	October	Monitored	11/5/2018
SAF-Bylaws2018.pdf	October	SAF ByLaws	11/2/2018
SAC-SeptemberMinutes.pdf	October	Monitored	11/2/2018
SAC-Agenda-Sign-in-10-29-18.pdf	October	Monitored	11/2/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Meetings.pdf	September	Developed	10/22/2018
SAC-Agenda-Minutes9-24-18.pdf	September	Developed	10/22/2018
SAC-Bylaws2018.pdf	September	SAC ByLaws	10/22/2018

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	352	108 of 156	1	105	210

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?

As evidenced in the Spring 2018 Florida Standards Assessment Reporting Categories and the recent SES Band Data, the following content area(s) will be focused upon based on less than anticipated student achievement outcomes:

- English Language Arts (ELA) - Integration of Knowledge and Ideas Cluster - Grades 3, 4, and 5 (50%, 46%, 58%); respectively

- Math -
 - Numbers and Operations Grade 3 (56%), Grade 4 (57%)
 - Algebraic Operations, Thinking and Fractions Grade 5 (45%)

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

To increase performance within the SES Band, the following practices will be implemented based on the analysis of the results of the Spring 2018 Florida Standards Assessment Reporting Categories:

- Professional Learning Communities
- Literacy Continuum
- Leveled Reader Book Room
- Use of Instructional Focus Calendars (IFC's)
- Use of Text-Dependent Questions in Reading and across all content areas
- Accountable Talk in evidence - (discourse)
- Fluency Tier 1 Six Minute Solution - Quick Reads
- High Probability Elements
- Formative Assessments - School City
- Journeys Phonics K - 2
- Science Experiments Weekly Evidence in Student Journals
- Ready LAFS in small groups Grades 2-5 - evidence in Workbooks
- Math - Student Journal evidence of Understand, Plan, Solve, Check
- Intervention Groups in Reading and Math Groups targeting the lowest 25%
- Use of Thinking Maps K - 5
- Differentiated Centers

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

Best practices will be scaled-up through the following:

- Re-teaching.
- Use of Instructional Focus Calendars (IFC's) designed to address timely instruction of weakest FSA areas with focus being maintained throughout the school year.
- K-5 school-wide Tier 1 Fluency will be implemented using whole group 6 Minute Solution; Journeys Fluency Probes for assessment - school-wide quarterly Fluency Assessments will be put on the school calendar..
- K-2 Journey Phonics Daily Phonics will be implemented.
- Kindergarten will assess Fluency with DIBELS. Reading block schedules will show times for Phonics Instruction and 6 Minute Solution.
- Math Journals will be used and reviewed indicating Understand, Plan, Solve, and Check math instruction.
- All students of the lowest quartile in reading and math will be identified and assessed to determine skill levels; students will receive small group instruction targeted to deficiencies.
- Teachers will have students do more text discussion i.e. “stop and jot.”
- More resources will be sought using Comparison of Two Texts for intermediate grades.
- Grade 3 Teachers will have a greater focus on having students identify “author and you” and “on my own” questions when using QAR.
- Use of Thinking Maps K – 5

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

In addition to using texts from core, supplemental, and intervention programs, Flamingo Elementary teachers are utilizing the Balanced Literacy Bookroom, online resources, and periodicals.

Progress monitoring data is collected in ELA, Math, and Science using SchoolCity Assessments. Formative Assessments are also collected from teachers and data is analyzed in PLC's.

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

Students who are not progressing towards school and district goals are placed on a Progress Monitoring Plan. Teachers plan target instructions and identify interventions to help improve academic achievement. Small group instruction occurs daily which allows for remediation and additional interventions are provided to students not meeting school and district goals. Support is provided by classroom teacher, resource teacher, and ELA or Math Coaches. Teachers monitor frequently to gauge the effectiveness of their teaching and adjust instructional techniques to meet the needs of the individual student. If student isn't responding to Tier 1 instruction. Student is presented to RTI and moves to Tier 2 with increased interventions and instruction.

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)?

Classroom teachers plan instruction aimed at meeting the needs of every student. Teachers confer with students and identify goals that students should be working towards achievement. Goals are posted for specific lessons and student track their progress and reflect on their learning. Teachers are constantly giving feedback, praise, and encouragement. Many classrooms offer flexible sitting and flexible grouping that's conducive to the learning environment with fewer barriers for learning.

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

Tier 1 instruction is delivered directly and explicitly. Teachers utilize a Balanced Literacy method for reading instruction. Through whole group, small group, literacy center, and independent activities, lessons are differentiated to meet the individual needs of their students. A Balanced Literacy Method allows for shared reading/writing, guided reading/writing, interactive read-aloud, and independent reading/writing activity that fosters a gradual release model.

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

K-5 administers the Benchmark Assessments to determine student's independent, frustration, and instructional reading levels. Teachers utilize the Scholastic Leveled Bookroom for informational and literary text to accelerate their guided reading instruction.

- Florida Ready LAFS
- Leveled Literacy Intervention
- Phonics for Reading
- Six-Minute Fluency
- Journey's K-5

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

1. K-5 utilizes the Sanford Harmony Curriculum to promote SEL lessons
2. Move This World
3. SEL Literature / Activities
4. Monthly Kid of Character
5. Brag Tags

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

SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsibility Decision-Making and implemented School-Wide through literature to provide students with the Social and emotional Learning Skills needed to become responsible citizens and productive members of society.

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

- School-Wide mentoring programs
- Safe Learning Environment
- Academic Achievement
- Healthy Personal-Social Development

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
Monthly PLC meetings focused on specific standards instruction and small group activities.	Literacy Coach (Ms. Patrick), Math Resource Teacher (Ms. Paniagua)	6/5/2019	School Based PD with Cadre Math Contact	\$3,250.00

School Improvement Plan (SIP)

School Name Fox Trail ES (3531)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ELA	Tuesday	2nd3rd4th	8/8/2018 - 5/7/2019	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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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	192	15.10	1.60	0.00	19.30	5.70
01	203	12.30	0.00	0.00	17.70	3.90
02	218	7.30	0.00	0.00	16.50	1.80
03	210	12.40	0.00	0.00	14.30	2.40
04	210	6.70	0.50	0.00	12.40	1.00
05	237	8.90	0.40	0.00	17.30	2.10

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

A variety of resources and strategies are being used to provide intervention. In order to address the Phonics concerns in first grade, a daily phonics program has been established. All students will receive direct Phonics instruction. Teachers are utilizing the Literacy Continuum in order to target specific reading instructional goals as warranted by the results of the Benchmark Assessment System (BAS) and the i-ready diagnostic. The i-Ready toolkit is being used to provide specific lessons that support the areas of weakness. The students in grades 2-5 are using the Ready LAFS books to supplement and support reading instruction and in Grade 4 the Ready MAFS books are being used. Kindergarten and first grade are using the Lively Letters program to address Phonological Awareness and Phonics.

We are hoping to purchase additional intervention resources such as LLI(levelled literacy intervention) kits for grades K-5, Phonics for Reading and Foundations to support our Tier 2/3 students and provide intensive literacy instruction.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Wednesday Thursday	2nd, 3rd, 4th	9/24/2018 - 4/17/2019	7:30 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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
Fox-Trail-Elementary-SAC-SAF-Schedule.docx	November	Monitored	11/2/2018
FoxTrail-SAC-Composition.pdf	October	SAC ByLaws	10/12/2018
Fox-Trail-SAC-ByLaws.pdf	October	SAC ByLaws	10/11/2018
Foxtrail-September-SAC.pdf	October	SAC ByLaws	10/3/2018
FoxTrailAugust-SAC.pdf	September	Monitored	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
6	415	74 of 118	1	78	155

Goals

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

Our content area of focus for the 2017-2018, based on FSA data and analysis, is ELA. On the 2017-2018 FSA, 73% of our students demonstrated proficiency; 60% of our students made learning gains. We aim to increase both ELA proficiency and learning gains with particular focus on those students who scored in the lowest 25%.

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

We aim to more effectively implement and scale-up practices of focus from last year. In order to improve teaching and learning and to increase performance within the SES Band, Silver Ridge will focus on improving instruction across all tiers. Tier 1 will include interactive read-alouds and an emphasis on engaging authentic student talk. Tier 2 and Tier 3 small-group instruction will be delivered through the use of evidence-based resources and interventions. Additional training will be provided and encouraged for the improvement of guided reading practices across all grade levels.

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

Tier 1 Improvement: Interactive read-alouds will be used daily to monitor and clarify student comprehension via the incorporation of authentic student talk. Students will be encouraged to discuss the read-aloud with same-grade peers to gain additional insight and understanding from different viewpoints and perspectives. Teachers will check for understanding with intentional monitoring, guiding questions, and collaboration.

Tier 2/3 Improvement: Teachers will be guided through the Response to Intervention process and provided with access to and training for evidence-based intervention resources. These resources include iReady, Phonics for Reading, Foundations, LLI, Lively Letters, Touch Math, Journey's Write-In Readers, and the Visualizing & Verbalizing program. An emphasis on fidelity and consistency, as well as the accurate evaluation of student data and achievement, will be supported by the RtI team (Administration, ESE Specialist, Literacy Coach, ESE Support Facilitators, and School Psychologist). To improve guided reading practices, teachers are provided with look-fors and best practices. Our PLCs will include time for intervention training and implementation reflection.

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

The leadership team collects updated progress monitoring data from all grade levels quarterly. This data includes Benchmark Assessment System (BAS) instructional reading levels for all students. The leadership team compares current student levels to the previous quarter's and identifies degrees of growth; students not making sufficient growth are identified, a meeting with the teacher is scheduled, and interventions are implemented. The data sheet also includes student small-group reading groupings to monitor instructional reading levels, reading group flexibility/fluidity, and specific skills being targeted. Additional notes are made for students receiving targeted Tier 2 and Tier 3 interventions; notes are made of the interventions and all teachers are expected to have noted intervention time in their daily schedules. This information is updated as students are monitored in the RtI process. Student data is extracted and evaluated based on additional classifications: ESE, ELL, and the lowest performing 25%.

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

Silver Ridge ensures the fidelity of students not progressing towards school and district goals through careful progress monitoring, coaching, and leadership check-ins. Student data is evaluated and monitored weekly, and those demonstrating below-grade level performance or who are not making sufficient progress are identified and brought into MTSS. Once these students are identified, they are placed in a Tier 2 or Tier 3 intervention group in an attempt to close the gap. The RtI process is followed and the CPST team meets at least quarterly to analyze underlying reasons for the inadequate progress. PMPs will be developed as needed based on provided criteria and read-at-home plans will be distributed when appropriate. The implementation of interventions is monitored and supported by the leadership team, including the Reading Coach. Teachers have dedicated intervention time in their daily schedules and receive training in intervention programs 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)?

Silver Ridge ensures that all classroom instruction is accessible to the full range of learners using UDL for effective instructional design and delivery via shared best practices, coaching, professional development, opportunities for reflection, and evaluation. Through collaboration, our teachers share a variety of ways to present material (paper/digital, hands-on/visual/auditory, etc.) so that all students have access to engaging instruction and opportunities to be successful. Grade levels are encouraged to plan together and share best practices that align to standards. Students are encouraged to set and track goals in data binders, and teachers conference with students to review progress and discuss ways that each student may better understand him or herself as a learner. Classrooms are informally evaluated for elements of text-rich environments. Silver Ridge is working toward increasing access to digital tools which will increase access to flexible presentation and response.

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

Silver Ridge ensures that Standards-Based classroom instruction is implemented properly and effectively through PLCs, progress monitoring, the planning process, and coaching. Teachers are expected to present the standard being taught to students in understandable terms broken down into a 4-point scale. Students assess their understanding and teachers coach students through reflection of produced work and exhibited proficiency. Progress toward meeting standards is evaluated with periodic assessment, and 80% or more of students are expected to demonstrate adequate proficiency; those who do not need additional support to bridge the gaps. PLCs are used to reflect on the lowest-performing standards across grade levels according to standardized testing results. Based on this data, individual coaching or whole-staff training is responsively provided. Teams are encouraged to plan together and

collaborate on effective ways to present a targeted standard. Classroom walkthroughs and observations by administration will also be conducted and follow-up meetings to improve or compliment practices will be scheduled as needed.

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?

A variety of texts are used for core, supplemental, and intervention programs. Students have access to physical and digital library resources, online audio books, and classroom library texts that can be accessed at school and at home. The core reading program is Journey's and the core math program is Go Math! Teachers have access to a complete guided reading library organized by BAS reading levels (from levels A - Z) and separated into literary and informational genres. This library includes texts of a variety of types: poetry, newspaper articles, excerpts from novels, interviews, short stories, and more. Scholastic News and related weekly resources (ex: Social Studies Weekly & Science Weekly) are available to assist with the incorporation of cross-content instruction. LAFS Ready books are used in intermediate classes to scaffold and supplement standards-based instruction. For students who struggle, we have a variety of interventions programs for individual student needs. These include Phonics for Reading (Grades 2-5), LLI (Grades 1-3), Lively Letters (Grades K-3), Foundations (K), Visualizing & Verbalizing (Grades 2-5), and Write-In Readers (Grades 1-5).

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Provide extended learning opportunities for struggling students.	Leadership Team	5/31/2019		Title 1
Increase teacher knowledge of components of Balanced Literacy and support the implementation of these components into daily classroom instruction.	Literacy Coach	5/31/2019	Lit Bits, Balanced Literacy PD	
Utilize evidence based interventions, teacher trainings and mentoring, professional development as needed	Leadership Team	5/31/2019	Intervention and RtI training and support (as needed)	Title 1
Fox Trail will implement a schoolwide i-Ready initiative.	Leadership Team	5/31/2019	i-Ready Training	Title 1

School Improvement Plan (SIP)

School Name McNab ES (0841)

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
Leadership Meeting Dates	Tuesday Thursday	1st3rd	8/9/2018 - 5/30/2019	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)
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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
KG	118	19.50	0.80	0.00	49.20	11.00
01	95	13.70	1.10	0.00	18.90	4.20
02	116	24.10	0.00	0.00	17.20	6.00
03	112	15.20	0.00	0.00	16.10	1.80
04	106	9.40	0.90	0.00	21.70	1.90
05	108	12.00	1.90	0.00	18.50	3.70

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

Teachers meet weekly with the administrative team to address all students with early warning indicators. The reading and math coaches also meet with the teachers in their grade level meetings as well as in their team meetings. Ongoing conversations are happening throughout the year on different strategies to improve student's achievement, including meeting twice a month with our RTI Intervention, Data Chats, Team Leaders Meetings and Specific Grade Level Framework Meetings to identify specific achievement gaps and intervention strategies to improve that gap. We have also created a Checklist and a Prescription Plan form so teachers know what to administer as the intervention as well as when their next 4-6 data check point meeting will take place. This ensures a smooth and effective timeline and follow-up piece for Tier 2 and 3 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
Monday	2nd, 4th	9/24/2018 - 5/13/2019	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	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p>	

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
SAC-Eprove-Staff-Survey.pdf		10/18/2018
SAC-Eprove-Survey-Results-student-2018.pdf		10/18/2018
SAC-Eprove-Parent-Survey.pdf		10/18/2018

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-comp-2018-2019.pdf	October	Monitored	11/5/2018
SAF-by-laws-2018-PDF.pdf	October	Monitored	10/22/2018
SAF-Sept-2018-agenda-sign-in-minutes.pdf	September	None	10/22/2018
SAC-Sept-2018-sign-in-agenda-minutes.pdf	September	Monitored	10/22/2018
SAC-Aug-28-Sign-In-Minutes-Agenda.pdf	August	None	10/22/2018
SAF-Aug-28-pdf.pdf	August	None	10/22/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Bylaws-2018-2019.pdf	October	SAC ByLaws	10/19/2018
SAC-SAF-meeting-dates-2018-2019.pdf	October	None	10/19/2018

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	422	48 of 149	1	84	168

Goals

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

Based on our 2017-2018 FSA scores and students meeting proficiency, we will focus on Reading and Math, specifically having a lazer focus on Math in 3rd-5th grade. In grades K-5 we will continue to promote, model and support teachers to utilize the Balance Literacy Approach with a deeper level of rigor for the standards.

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

Teachers will attend Common Curriculum Frameworks to speak about CARE (Curriculum, Assessments, Remediation and Enrichment) activities to reinforce and support BEST practices. Coaches will be attending Sub-Cadre meetings with administration and district personnel to share BEST practices with school within our cadre. This global approach will support our school based goals of continuously supporting the Balanced Literacy Model.

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

Teachers will attend Common Curriculum Frameworks to collaborate and share best practices while utilizing focus calendars to plan quarterly. Team leaders will meet with the administration and the leadership team to discuss and support school and district initiatives. Through our Sub-Cadre platforms, our reading and math coaches will support teachers in reading via modeling the Balanced Literacy components (Interactive Read A Louds, Shared Reading, Guided Reading and Continuum resources) and analyzing student work and data. In math we will support our teachers through modeling how to utilize math centers and creating math groups to support and enhance the daily math block. Teachers will also learn from the reading and math coaches how to navigate district resources for STEMscopes, CANVAS courses, Sharepoint sites and i Ready Toolbox resources.

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

Through our monthly grade level PLC's we assess Reading with BAS data via BASIS and teacher anecdotes. We also utilize summative assessments given at the end of each reading standard and Standards Mastery assessments through i Ready. Formative assessments are analyzed to ensure the use of authentic assessment practices. In math we analyze data via i Ready Standards Mastery as well as Chapter and Unit Math tests. In our 3rd Grade PLC we also analyze and critique the Performance Tasks related to all 8 Keystones.

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

Utilizing the formal and informal data that comes from our monthly PLC's will determine conversations on how effective and useful Tier 1 strategies are being delivered. This discussion will promote suggestions for Tier 2 and 3 strategies as well as possible referral to the CPST to complete the RTI process.

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

Through our Team Leader meetings and walkthroughs from administration and "look fors" walk throughs with coaches, we will observe UDL in action along with its components of being Engaged, having balance Representation and Active Participation from all students and teachers.

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

To ensure Tier 1 Standards Based classroom instruction is being implemented properly and effectively, we will utilize the reading and math coaches to conduct K-5 classroom "look fors" and from those observations will then allow for coaches to model if needed and share best practices to celebrate success. We will also compare the observations and data from the PLC's to form opinions and suggestions for ongoing support.

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 K-5 teachers utilize Tier 1 instruction via: LLI, i Ready Standards Mastery, i Ready Pathways, LAFS workbooks, Social Studies Weekly, Poetry for Primary, Grammar Supports, Mountain Language and Mountain Math, Journeys resources, StoryWorks and Scholastic News.

For Tier 2/3 instruction we utilize i Ready Toolbox, LLI, Super QAR, Quick Reads, Rewards, and Journeys Toolkit & Math Intervention kit.

Our Leadership Team ensures flexible access to all resources via our Scholastic, Professional and RTI resource rooms.

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 teachers are utilizing the SEL Harmony Kits and Just Say Hello initiatives at the end of their school day. As a school wide theme we have incorporated the #choosekind awareness resources.

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

Our teachers are utilizing the SEL Harmony Kits and Just Say Hello initiatives at the end of their school day. As a school wide theme we have incorporated the #choosekind awareness resources and supported with monthly activities, such as, Just Say Hello and Bucket Filler assemblies.

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

Our school-wide mentoring programs allow access and opportunity for all students to visit our guidance counselor before school and after school. Our teachers are utilizing the SEL Harmony Kits and Just Say Hello initiatives at the end of their school day. As a school wide theme we have incorporated the #choosekind awareness resources and supported with monthly activities, such as, Just Say Hello and Bucket Filler assemblies.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Coaches modeled Balanced Literacy components with teachers and sharing of Best Practices at PLCs while providing Learning Communities for peer observation of effective strategies	Administration, Coaches	6/5/2019	BAS Refresher and Balanced Literacy Components as well as LLI trainings	N/A

School Improvement Plan (SIP)

School Name McNab ES (0841)

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
Leadership Meeting Dates	Tuesday Thursday	1st3rd	8/9/2018 - 5/30/2019	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)
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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	19.50	0.80	0.00	49.20	11.00
01	95	13.70	1.10	0.00	18.90	4.20
02	116	24.10	0.00	0.00	17.20	6.00
03	112	15.20	0.00	0.00	16.10	1.80
04	106	9.40	0.90	0.00	21.70	1.90
05	108	12.00	1.90	0.00	18.50	3.70

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

Teachers meet weekly with the administrative team to address all students with early warning indicators. The reading and math coaches also meet with the teachers in their grade level meetings as well as in their team meetings. Ongoing conversations are happening throughout the year on different strategies to improve student's achievement, including meeting twice a month with our RTI Intervention, Data Chats, Team Leaders Meetings and Specific Grade Level Framework Meetings to identify specific achievement gaps and intervention strategies to improve that gap. We have also created a Checklist and a Prescription Plan form so teachers know what to administer as the intervention as well as when their next 4-6 data check point meeting will take place. This ensures a smooth and effective timeline and follow-up piece for Tier 2 and 3 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
Monday	2nd, 4th	9/24/2018 - 5/13/2019	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	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p>	

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
SAC-Eprove-Staff-Survey.pdf		10/18/2018
SAC-Eprove-Survey-Results-student-2018.pdf		10/18/2018
SAC-Eprove-Parent-Survey.pdf		10/18/2018

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-comp-2018-2019.pdf	October	Monitored	11/5/2018
SAF-by-laws-2018-PDF.pdf	October	Monitored	10/22/2018
SAF-Sept-2018-agenda-sign-in-minutes.pdf	September	None	10/22/2018
SAC-Sept-2018-sign-in-agenda-minutes.pdf	September	Monitored	10/22/2018
SAC-Aug-28-Sign-In-Minutes-Agenda.pdf	August	None	10/22/2018
SAF-Aug-28-pdf.pdf	August	None	10/22/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Bylaws-2018-2019.pdf	October	SAC ByLaws	10/19/2018
SAC-SAF-meeting-dates-2018-2019.pdf	October	None	10/19/2018

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	422	48 of 149	1	84	168

Goals

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

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

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

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Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Coaches modeled Balanced Literacy components with teachers and sharing of Best Practices at PLCs while providing Learning Communities for peer observation of effective strategies	Administration, Coaches	6/5/2019	BAS Refresher and Balanced Literacy Components as well as LLI trainings	N/A

School Improvement Plan (SIP)

School Name Norcrest ES (0561)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Balanced Literacy	Tuesday	2nd4th	9/25/2018 - 5/14/2019	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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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
KG	97	16.50	0.00	0.00	20.60	4.10
01	142	21.80	0.00	0.00	42.30	9.90
02	126	11.10	0.00	0.00	28.60	6.30
03	143	14.00	1.40	0.00	28.00	7.00
04	137	16.80	0.00	0.00	32.10	5.80
05	132	17.40	0.80	0.00	22.00	3.80

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

The Primary grades are using multiple intervention strategies through the following supplemental curriculum available. These are: Fundation, Words Their Way, Great Leaps, Journey's Write In Reader, Journey's Toolkit, and iReady. The Intermediate grades are using Phonics for Reading, iReady, Journey's Write-In Reader, Journey's Toolkit, Super QAR, and 6 minute solution as their supplemental curriculum for interventions. These materials have shown to assist students in the areas of phonics, comprehension, and fluency.

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	3rd	8/30/2018 - 5/16/2018	8:00 AM - 3:00 PM
Thursday	1st, 2nd, 3rd, 4th	9/7/2018 - 5/18/2018	9:00 AM - 10:00 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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
SACsignin10.24.18.pdf	October	Monitored	11/1/2018
9-20-Sign-In.pdf	October	Monitored	10/26/2018
Norcrest-Elementary-schedule.docx	October	None	10/19/2018
Committee-Membership.pdf	October	Monitored	10/18/2018
SAC-ByLaws.pdf	October	SAF ByLaws	10/4/2018
9-20-Minutes.docx	September	SAF ByLaws	9/26/2018
Agenda-9-20.docx	September	SAC ByLaws	9/26/2018

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
4	342	113 of 156	2	110	220

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, Math and Science will be our content areas of focus for the 2018-2019 school year . Our focus is to show the increase in the proficiency of these subjects, which can be seen as an increase on our SES Bands. 2017-2018 FSA showed that we had an increase in overall points however, our student growth was less than expected..

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 be using Learning Goals & Performance Scales, iReady Math and Reading, Differentiated Center Activities (Reading, Math and Science). Science curriculum based on STEMscopes, Science A-Z, and Scholastic. The Science Coach will assist with recommendations and development, Thinking Maps (All subject Areas), PLC on The Continuum of Literacy, and District Professional Development on research-based ELA interventions.

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

Grade Levels will unpack the standards and create Learning Goals and Performance Scales (including student evidence) for Mathematics ,Reading, and Science. These goals and scales will drive instruction and activities, providing students with the ability to take ownership of their learning. Grade levels will revise the designed ELA, Math and Science activities based on the formative data.

Administration has designated a specific amount of time per week (45 minutes per week, per subject) for students to use iReady. First in Math is to be used as a suplimentary tool. Science will now be instructed and supported through STEMScopes, Science A-Z, and Scholastic.

Centers will be designed to include differentiated activities to provide students with targeted practice using academically appropriate materials in Reading, Writing, Math and Science. Center skills/activities will be based upon students' formative data by skill.

Teachers will use Thinking Maps to provide students continuity across subject areas and grade levels to help them organize and represent knowledge. Students will begin to choose thinking maps without teacher prompting to organize their knowledge.

Teachers will attend an ongoing PLC on balanced literacy with a focus on interactive read-alouds using the text study of the The Continuum of Literacy as presented at the Literacy coach monthly meetings.

Professional development will be based on student formative assessment data, interventions specifically needed for their current students, as well as school-wide interventions currently being implemented.

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

Progress monitoring will be completed by teachers on a daily basis for math and reading through iReady. Administration and Support Staff will review student progress after quarterly diagnostics. Science will be monitored through summative and formative assessments.

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

The students that are not showing expected growth, or meeting the expected milestones for the specific times of the year, are placed on PMP for progress monitoring and then referred through the RTI process. Depending on the Tier that the student falls into, determines the type of additional assistance they need in order to reach their predetermined goals.

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 accessibility to all students by taking the steps necessary through Universal Design, those are:

- Posted lesson goals assist teachers in planning the method of differentiated delivery to each of the students and allows students to understand the nature of the lesson through the goals that they are expected to meet.
- Students will be offered a plethora of ways to be able to complete assignments as long as they meet the lesson goals.
- Students will be able to have a flexible working environment. They can wear headphones or ear buds to reduce the noise of a classroom and adjust their seating as long as it does not hinder anyone else's learning.
- Student feedback is an important part of UD. Students can expect to receive feedback daily, after certain assignments/projects, and after assessment.

- Text can also be offered in multiple methods either through paper, online, and embeded on Canvas.

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

Tier 1 classroom instruction is based on what is needed to benefit the good of the class as a whole. Implementation and effectiveness are monitored through administrative walk-throughs, assistance and direction from the Academic Coaching staff and classroom diagnostics.

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?

Materials that are used through our K-5 classrooms include:

- K-5- Title 1 Scholastic Book Room Leveled Readers
- K-5 Journeys text books and online resource tool kit
- K-5 Social Studies Adopted Leveled Readers
- Norcrest established Leveled Reader Book Room
- Additional materials purchased by teachers as suppliments

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

Norcrest has adopted the Zones of Regulation program to assist students in understanding their feelings and being able to discuss them in a productive manner.

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

Norcrest takes pride in incorporating the five competencies of SEL into the daily lives of our students.

- Diversity is all around us at Norcrest. We have a wide variety of students from different backgrounds. We as a school have embraced the differences of our students and families, faculty and staff and encourage the sharing of cultures.
- Health and wellness are promoted through Physical Education in our specials rotation and classroom lessons embeded through out the year.
- Instructional Strategies are provided to students constantly. Our teachers, through data and informal observations of the students, can develop strategies that can assist students in meeting their academic goals on a multiple levels and across multiple subjects.
- Substance abuse and prevention is something that is spoken about and lead by our school guidance counselor. Since it can be a sensitive subject for some students, staff discussions occur before classroom ones.

- Violence Prevention is a major topic given the climate as of recently. Staff maintain an honest and informative view on the issues plaguing the students, still being mindful of their age range and understanding of the topic.

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

Our school maintains an open door policy to all students. Students are also reminded through assemblies, class discussions, and if necessary conversations with the guidance counselor. We encourage student to report information pertain to the 5 competencies. It is our policy that all students should feel comfortable in their school.

School Improvement Plan (SIP)

School Name Norcrest ES (0561)

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

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9-20-Sign-In.pdf	October	Monitored	10/26/2018
Norcrest-Elementary-schedule.docx	October	None	10/19/2018
Committee-Membership.pdf	October	Monitored	10/18/2018
SAC-ByLaws.pdf	October	SAF ByLaws	10/4/2018
9-20-Minutes.docx	September	SAF ByLaws	9/26/2018
Agenda-9-20.docx	September	SAC ByLaws	9/26/2018

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
4	342	113 of 156	2	110	220

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, Math and Science will be our content areas of focus for the 2018-2019 school year . Our focus is to show the increase in the proficiency of these subjects, which can be seen as an increase on our SES Bands. 2017-2018 FSA showed that we had an increase in overall points however, our student growth was less than expected..

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 be using Learning Goals & Performance Scales, iReady Math and Reading, Differentiated Center Activities (Reading, Math and Science). Science curriculum based on STEMscopes, Science A-Z, and Scholastic. The Science Coach will assist with recommendations and development, Thinking Maps (All subject Areas), PLC on The Continuum of Literacy, and District Professional Development on research-based ELA interventions.

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

Grade Levels will unpack the standards and create Learning Goals and Performance Scales (including student evidence) for Mathematics ,Reading, and Science. These goals and scales will drive instruction and activities, providing students with the ability to take ownership of their learning. Grade levels will revise the designed ELA, Math and Science activities based on the formative data.

Administration has designated a specific amount of time per week (45 minutes per week, per subject) for students to use iReady. First in Math is to be used as a suplimentary tool. Science will now be instructed and supported through STEMScopes, Science A-Z, and Scholastic.

Centers will be designed to include differentiated activities to provide students with targeted practice using academically appropriate materials in Reading, Writing, Math and Science. Center skills/activities will be based upon students' formative data by skill.

Teachers will use Thinking Maps to provide students continuity across subject areas and grade levels to help them organize and represent knowledge. Students will begin to choose thinking maps without teacher prompting to organize their knowledge.

Teachers will attend an ongoing PLC on balanced literacy with a focus on interactive read-alouds using the text study of the The Continuum of Literacy as presented at the Literacy coach monthly meetings.

Professional development will be based on student formative assessment data, interventions specifically needed for their current students, as well as school-wide interventions currently being implemented.

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

Progress monitoring will be completed by teachers on a daily basis for math and reading through iReady. Administration and Support Staff will review student progress after quarterly diagnostics. Science will be monitored through summative and formative assessments.

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

The students that are not showing expected growth, or meeting the expected milestones for the specific times of the year, are placed on PMP for progress monitoring and then referred through the RTI process. Depending on the Tier that the student falls into, determines the type of additional assistance they need in order to reach their predetermined goals.

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 accessibility to all students by taking the steps necessary through Universal Design, those are:

- Posted lesson goals assist teachers in planning the method of differentiated delivery to each of the students and allows students to understand the nature of the lesson through the goals that they are expected to meet.
- Students will be offered a plethora of ways to be able to complete assignments as long as they meet the lesson goals.
- Students will be able to have a flexible working environment. They can wear headphones or ear buds to reduce the noise of a classroom and adjust their seating as long as it does not hinder anyone else's learning.
- Student feedback is an important part of UD. Students can expect to receive feedback daily, after certain assignments/projects, and after assessment.

- Text can also be offered in multiple methods either through paper, online, and embeded on Canvas.

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

Tier 1 classroom instruction is based on what is needed to benefit the good of the class as a whole. Implementation and effectiveness are monitored through administrative walk-throughs, assistance and direction from the Academic Coaching staff and classroom diagnostics.

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?

Materials that are used through our K-5 classrooms include:

- K-5- Title 1 Scholastic Book Room Leveled Readers
- K-5 Journeys text books and online resource tool kit
- K-5 Social Studies Adopted Leveled Readers
- Norcrest established Leveled Reader Book Room
- Additional materials purchased by teachers as suppliments

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

Norcrest has adopted the Zones of Regulation program to assist students in understanding their feelings and being able to discuss them in a productive manner.

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

Norcrest takes pride in incorporating the five competencies of SEL into the daily lives of our students.

- Diversity is all around us at Norcrest. We have a wide variety of students from different backgrounds. We as a school have embraced the differences of our students and families, faculty and staff and encourage the sharing of cultures.
- Health and wellness are promoted through Physical Education in our specials rotation and classroom lessons embeded through out the year.
- Instructional Strategies are provided to students constantly. Our teachers, through data and informal observations of the students, can develop strategies that can assist students in meeting their academic goals on a multiple levels and across multiple subjects.
- Substance abuse and prevention is something that is spoken about and lead by our school guidance counselor. Since it can be a sensitive subject for some students, staff discussions occur before classroom ones.

- Violence Prevention is a major topic given the climate as of recently. Staff maintain an honest and informative view on the issues plaguing the students, still being mindful of their age range and understanding of the topic.

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

Our school maintains an open door policy to all students. Students are also reminded through assemblies, class discussions, and if necessary conversations with the guidance counselor. We encourage student to report information pertain to the 5 competencies. It is our policy that all students should feel comfortable in their school.

School Improvement Plan (SIP)

School Name Palmview ES (1131)

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
Palmview Authentic PLC: Protected Hour	Monday Wednesday Thursday	1st2nd3rd4th5th	8/22/2018 - 6/3/2019	12:50 PM - 2:50 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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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	91	15.40	0.00	0.00	19.80	3.30
01	117	12.80	1.70	0.00	35.00	6.00
02	107	15.90	0.90	0.00	34.60	6.50
03	111	18.00	0.00	0.00	10.80	0.90
04	98	21.40	3.10	0.00	29.60	8.20
05	119	21.00	0.80	0.00	23.50	5.00

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

Palmview Elementary employs various intervention strategies to improve the academic performance of students identified by the early warning system. Palmview Elementary leadership team / Multi-Tier Systems of Support (MTSS) team is responsible for monitoring student progress and making instructional decisions based on data. After a number of data points, the leadership team determines whether the intervention(s) the student receives is effectively closing the gap. If it is determined that the intervention is not closing gap, the leadership team adjusts the intensity, the frequency, the duration or the intervention itself. When students do not respond to interventions, student continue with core instruction. This includes explicit instruction that follows a developmental reading continuum including instruction with comprehension, vocabulary, phonics, phonemic awareness, fluency, speaking, listening, and writing. Students will also receive daily small group differentiated instruction targeted to meet the students’ instructional needs. In addition, students receive intensive intervention outside the reading block on a daily basis during the dedicated intervention block. The content and intensity of the instruction will be determined by running record data and other points of data. Other points of data may include iReady, BAS, teacher observation, anecdotal records, on-going running records, formative assessments, checkpoint assessments, and student writing samples. As a part of small groups, one on one instruction, and the intensive intervention plan the following intervention resources are used:

- Journeys Write in Reader
- Journeys Toolkit
- Phonics for Reading

Foundations
 Quick Reads
 Levled Readers
 iReady
 Touch Math
 Go Math Intervention

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 - 6/4/2019	12:50 PM - 2:50 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
1131_SAF_AgendamminutesSign-in_101618.pdf	October	None	10/24/2018
1131_AgendamminutesSign-in_101618.pdf	October	Developed	10/22/2018
1131_SACCOMPOSITION_101618.pdf	October	None	10/22/2018
1131_SAC_SAFSCHEDULE_101618.pdf	October	None	10/22/2018
1131_SAFBYLAWS_101618.pdf	October	SAF ByLaws	10/22/2018
1131_SACBYLAWS_101618.pdf	October	SAC ByLaws	10/22/2018

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	368	197 of 717	-368	114	227

Goals

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

Based on the FSA scores, ELA will be our main focus to increase student achievement. We will utilize high effect size strategies during instruction, including, but not limited to graphic organizers, reciprocal teaching, and cooperative learning. We will also provide ongoing professional development to improve teachers' instructional practice, teacher ability to implement Balanced Literacy, increase teachers' knowledge of Florida Standards, enhance their ability to use data to drive instruction in order to prepare students to be college and career ready.

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?

- Text-based questions will be utilized only in reading through multiple text
- School wide PLC focusing on CARE (Curriculum, Assessment, Remediation and Enrichment)
- Real world math application activities
- Performance based writing instruction/assessment utilizing multiple text
- Lucy Caulkins common core writing assessment
- Scales and rubrics align with the Florida Standards to set purpose for learning, guide teacher instruction and monitor student progress
- School-wide monitoring of student and teacher

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

- Text-based questions will be scaled-up in all content area through multiple text
- School-wide PLC focusing on CARE (Curriculum, Assessment, Remediation and Enrichment) will be facilitated on a weekly basis across all grade levels
- Real world math application activities will be scaled-up to include performance based projects
- Performance based writing instruction/assessment utilizing multiple text will be scaled-up by implementing writing mini lessons, independent writing, shared writing, and guided writing activities
- Scales and rubrics align with the Florida Standards to set purpose for learning, guide teacher instruction and monitor student progress
- School-wide monitoring of student and teacher data will be scaled-up by teachers conducting ongoing data chats with students, and administration conducting monthly data chat with teachers

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

Student progress is monitored and data is collected by a variety of methods and time frames such as

- Bi-Weekly Formative Assessments – Administered to all students in grade levels KG – 5th.
- Monthly Checkpoints – Administered to all students in grade levels KG – 5th.
- Quarterly Benchmark Assessment System (BAS) Running Records – Administered all students K-3 and Level 1 and 2 students in 4-5. This is collected and analyzed three times per year.
- Annual Broward Standards Assessment (Mid-Year) – Administered to students in grade levels 3rd – 5th.
- Annual Florida Standards Assessment (End-of-Year) – Administered to students in grade levels 3rd – 5th.
- Letter Names, Sounds and Concepts of Print- All K students are provided this four times per year.
- i-Ready Diagnostic- Given to all students K-5 for reading and math. This data is collected and analyzed three times per year.
- Standards Mastery Assessments- Provided to students in 2-5. The is given after every instructional cycle according to the grade level curriculum map.
- Keystones- All third grade students are given this eight times per year.

Monitoring students' progress and collecting related data is a vital task of teachers, support staff, and paraprofessionals. School-wide, grade level, subject area, and classroom decisions about instruction based on data, including which instructional strategies are effective and the progress that students are making with respect to established goals.

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

Palmview Elementary School ensures the fidelity of students not progressing towards school and district goals by utilizing the MTSS/RtI process to support the academic improvement of students identified by the early warning system and progress monitoring data. The Collaborative Problem Solving Team meets every Tuesday to discuss students experiencing academic difficulties. Students identified by the early warning system, data and classroom teacher observation are referred to Response to Intervention. A team consisting of administration, school counselor, ESE specialist, school psychologist, school social worker, curriculum coaches, the classroom teacher, and parents meet to discuss the student. If necessary, the team will create Tier 2 interventions and set goals to monitor student progress. The team will reconvene in 6-8 weeks to look at

student progress. If the goals have been met, the team will continue with interventions and create new goals. If the goal has not been met, Tier 3 interventions will be created and monitored. During these meetings, the team also looks at social indicators that may be hindering student progress and collaborate with the school counselor, school social worker and community liaison to provide support. This process is continuous and allows the team to monitor the academic performance of each student across all grade levels.

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)?

Palmview Elementary School ensures 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) by implementing the UDL principles and conducting ongoing classroom observations that provides the school with data regarding the progress towards school improvement goals and supporting a student-centered environment. Content area coaches also ensure all classroom instruction is accessible to the full range of learners using the UDL principles for effective instructional design and deliver. Tools and resources are provided to assist with supporting teachers with UDL and Personalized Learning.

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

Palmview Elementary School ensures that Tier 1 Standards-Based classroom instruction is being implemented properly and effectively by use of our school-wide instructional focused calendars aligned with Florida Standards, which are collaboratively created by staff and coaches in all subject areas across each grade level. These calendars are completed prior to the school year and submitted to administration. Learning goals and performance scales are aligned to the Florida Standards are posted, used daily to set purpose for learning and guide teacher instruction. Lesson plans are written in accordance with Florida Standards, collected and reviewed by administration bi-weekly. Monthly, authentic student work aligned with Florida Standards is created by students and displayed to demonstrate mastery of standards. Student progress with each standard is monitored and data is collected through bi-weekly formative assessments and monthly checkpoints. Once the data is analyzed and discussed decisions are then made in reference to instruction and instructional strategies.

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?

Palmview Elementary School ensures students have access to informational text for each content area in a variety of mediums through individualized classroom libraries, access to hardback books, paperback books, and e-books through the media center, and through computer based programs such as iReady, Achieve 3000 and Newsela. The school utilizes a variety of programs to meet student needs such as

- Go Math

- Engage NY
- Leveled Readers
- Content Area Readers
- Leveled Literacy Intervention
- Super QAR
- Phonics for Reading
- Common Core Coach (ELA & Math)
- Quick Reads
- Journeys Write-In Reader and Toolkit
- Go Math 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?

Palmview Elementary School implements the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills by integrating social and emotion learning into

- all activities, working relationships and interactions
- the school’s acknowledged curriculum
- all teaching and learning experiences
- all aspects of the life and work of school, and
- its engagement with our families and community.

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

At Palmview Elementary School the Social Emotional Learning is explicitly taught and/or integrated school-wide and classroom as follows:

- School-Wide Positive Behavior Plan – emphasizes school-wide systems of support that include proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments.
- School-Wide Incentive Programs – Panda Credits Reward System, Student of the Month Breakfast, Student of the Week, Award Assemblies and Principal’s “A” All Star Luncheon.
- Power of Three – embeds explicit social and emotional expectations in the classroom culture.
- Quality instruction - supporting all learning as a social and emotional endeavor.
- Literature studies – ensuring that all literature includes social and emotional content.
- Active Supervision – engaging with students in a range of contexts.
- Class Meetings – engaging collaboratively around social and emotional matters.
- Themes & Topics - structured learning sequences focusing on chosen social and emotional matters.
- Counseling – therapy and other support services.

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

Palmview Elementary school-wide policy and practices supports the social emotional learning for students by continuing to build connections between Social Emotional Learning and academic standards and to identify instructional strategies that integrate the development of students' social, emotional, and academic skills. Our systems of support include proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

School Improvement Plan (SIP)

School Name Palmview ES (1131)

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

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1131_AgendamminutesSign-in_101618.pdf	October	Developed	10/22/2018
1131_SACCOMPOSITION_101618.pdf	October	None	10/22/2018
1131_SAC_SAFSCHEDULE_101618.pdf	October	None	10/22/2018
1131_SAFBYLAWS_101618.pdf	October	SAF ByLaws	10/22/2018
1131_SACBYLAWS_101618.pdf	October	SAC ByLaws	10/22/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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- Letter Names, Sounds and Concepts of Print- All K students are provided this four times per year.
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- Standards Mastery Assessments- Provided to students in 2-5. The is given after every instructional cycle according to the grade level curriculum map.
- Keystones- All third grade students are given this eight times per year.

Monitoring students' progress and collecting related data is a vital task of teachers, support staff, and paraprofessionals. School-wide, grade level, subject area, and classroom decisions about instruction based on data, including which instructional strategies are effective and the progress that students are making with respect to established goals.

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student progress. If the goals have been met, the team will continue with interventions and create new goals. If the goal has not been met, Tier 3 interventions will be created and monitored. During these meetings, the team also looks at social indicators that may be hindering student progress and collaborate with the school counselor, school social worker and community liaison to provide support. This process is continuous and allows the team to monitor the academic performance of each student across all grade levels.

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)?

Palmview Elementary School ensures 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) by implementing the UDL principles and conducting ongoing classroom observations that provides the school with data regarding the progress towards school improvement goals and supporting a student-centered environment. Content area coaches also ensure all classroom instruction is accessible to the full range of learners using the UDL principles for effective instructional design and deliver. Tools and resources are provided to assist with supporting teachers with UDL and Personalized Learning.

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

Palmview Elementary School ensures that Tier 1 Standards-Based classroom instruction is being implemented properly and effectively by use of our school-wide instructional focused calendars aligned with Florida Standards, which are collaboratively created by staff and coaches in all subject areas across each grade level. These calendars are completed prior to the school year and submitted to administration. Learning goals and performance scales are aligned to the Florida Standards are posted, used daily to set purpose for learning and guide teacher instruction. Lesson plans are written in accordance with Florida Standards, collected and reviewed by administration bi-weekly. Monthly, authentic student work aligned with Florida Standards is created by students and displayed to demonstrate mastery of standards. Student progress with each standard is monitored and data is collected through bi-weekly formative assessments and monthly checkpoints. Once the data is analyzed and discussed decisions are then made in reference to instruction and instructional strategies.

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?

Palmview Elementary School ensures students have access to informational text for each content area in a variety of mediums through individualized classroom libraries, access to hardback books, paperback books, and e-books through the media center, and through computer based programs such as iReady, Achieve 3000 and Newsela. The school utilizes a variety of programs to meet student needs such as

- Go Math

- Engage NY
- Leveled Readers
- Content Area Readers
- Leveled Literacy Intervention
- Super QAR
- Phonics for Reading
- Common Core Coach (ELA & Math)
- Quick Reads
- Journeys Write-In Reader and Toolkit
- Go Math 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?

Palmview Elementary School implements the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills by integrating social and emotion learning into

- all activities, working relationships and interactions
- the school’s acknowledged curriculum
- all teaching and learning experiences
- all aspects of the life and work of school, and
- its engagement with our families and community.

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

At Palmview Elementary School the Social Emotional Learning is explicitly taught and/or integrated school-wide and classroom as follows:

- School-Wide Positive Behavior Plan – emphasizes school-wide systems of support that include proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments.
- School-Wide Incentive Programs – Panda Credits Reward System, Student of the Month Breakfast, Student of the Week, Award Assemblies and Principal’s “A” All Star Luncheon.
- Power of Three – embeds explicit social and emotional expectations in the classroom culture.
- Quality instruction - supporting all learning as a social and emotional endeavor.
- Literature studies – ensuring that all literature includes social and emotional content.
- Active Supervision – engaging with students in a range of contexts.
- Class Meetings – engaging collaboratively around social and emotional matters.
- Themes & Topics - structured learning sequences focusing on chosen social and emotional matters.
- Counseling – therapy and other support services.

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

Palmview Elementary school-wide policy and practices supports the social emotional learning for students by continuing to build connections between Social Emotional Learning and academic standards and to identify instructional strategies that integrate the development of students' social, emotional, and academic skills. Our systems of support include proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

School Improvement Plan (SIP)

School Name Park Ridge ES (1951)

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
5th Grade Math PLC and Science/ Literacy PLC	Monday	1st3rd	-	9:00 AM - 11:00 AM	5
3rd Grade Math PLC	Wednesday	1st3rd	-	9:00 AM - 10:00 AM	3
3rd grade Science/ Literacy PLC	Tuesday	3rd	-	9:00 AM - 10:00 AM	3
2nd Grade Phonics PLC	Tuesday	4th	-	9:00 AM - 10:00 AM	2
2nd Grade Science/ Literacy PLC	Tuesday	3rd	-	9:00 AM - 10:00 AM	2
1st Grade phonics PLC	Tuesday	3rd	-	9:00 AM - 10:00 PM	1
1st Grade Science/ Literacy PLC	Tuesday	3rd	-	9:00 AM - 10:00 AM	1

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Kinder Phonics PLC	Tuesday	3rd	-	9:00 AM - 10:00 AM	K
4th Grade Science/ Literacy PLC	Monday	2nd4th	-	9:00 AM - 10:00 AM	4
4th Math grade	Monday	1st3rd	-	9:00 AM - 10:00 AM	4

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	103	16.50	0.00	0.00	44.70	10.70
01	102	23.50	0.00	0.00	47.10	15.70

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
02	87	14.90	0.00	0.00	43.70	9.20
03	80	17.50	0.00	0.00	28.80	3.80
04	73	16.40	1.40	0.00	41.10	6.80
05	81	17.30	0.00	0.00	30.90	6.20

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

-Park Ridge Elementary has an established RtI process in place to ensure that students with early warning indicators are monitored. Support is provided in a number of ways:

1) School-wide behavior team and plan to assist with student behaviors and referrals. Support can include classroom or individual behavior plans, individual or group counseling, we have outside agencies providing counseling, and we also have a full time social worker to provide support and resources for families and student in need.

2) Comprehensive attendance plan is in place to assist with student attendance. This team consists of our school counselor and social worker so that referrals and support can be given at a level higher than the school can provide. Our attendance plan also rewards students for perfect attendance. We have support from outside agencies with helping break down barriers when it comes to student attendance.

3) Curriculum is one of our early warning indicators. Students below grade level and those with early warning indicators show slow or non-steady progress. These students are provided double and triple dosing in the classroom utilizing research based interventions. In addition, we have a matrix of services that provide push in and pull out services. We have after school learning opportunities by coaches and teachers as well.

* In order to ensure proper communication with stakeholders regarding student needs, parents and teachers are included in all conversations regarding interventions provided. Interventions are monitored to ensure student growth in any of the areas listed above.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
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Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday		10/12/2018 - 10/12/2018	1:30 PM - 3:00 PM
Tuesday		10/12/2018 - 10/12/2018	9:00 AM - 12:00 PM
Wednesday		10/10/2018 - 10/10/2018	1:30 PM - 3:00 PM
Wednesday		10/10/2018 - 10/10/2018	9:00 AM - 10:30 AM
Wednesday		10/17/2018 - 10/17/2018	1:20 PM - 2:05 PM
Wednesday		10/17/2018 - 10/17/2018	10:10 PM - 10:25 AM
Wednesday		10/17/2018 - 10/17/2018	9:50 AM - 10:05 AM
Wednesday		10/17/2018 - 10/17/2018	9:10 AM - 9:25 PM
Wednesday		10/17/2018 - 10/17/2018	8:50 AM - 9:05 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating

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

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
2018-eProve-Student-Survey.pdf		10/19/2018
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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-SIgn-In-October-25.pdf	October	Monitored	10/30/2018
SAC-SIgn-In-October-25.pdf	October	Monitored	10/30/2018
SAF-Bylaws-2018.docx	October	SAF ByLaws	10/26/2018
October-25-2018-SAF-Minutes.docx	October	None	10/26/2018
October-25-2018-SAF-Agenda.docx	October	None	10/26/2018
October-25-2018-SAC-Minutes.docx	October	None	10/26/2018
October-25-2018-SAC-Agenda.docx	October	None	10/26/2018
SAC-ByLaws.html	October	SAC ByLaws	10/26/2018
SAC-Flyer.docx	October	None	10/19/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	300	487 of 717	-300	148	295

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?

Last year, we made great strides in terms of student growth and learning gains. However, we notice that we still have a long ways to go in terms of proficiency. While we will keep addressing the needs of our struggling students in order for us to close learning gaps and to ensure they are making learning gains we will focusing reading proficiency and comprehension.

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?

This year we have restructured our Power Hour so that students are grouped homogeneously (by reading ability based on assessment data) for intensive reading instruction.

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

In addition to our regular reading block, during this reading power hour, students will "walk to read" so that in their group they will receive a full hour of intensive instruction at their level. Students needing remediation will be with a teacher utilizing appropriate strategies, resources, and curriculum designed to address their needs. While students approaching grade level, on grade level, and above grade level are with different teachers receiving appropriate instruction to challenge and move them as well. In collaboration with our reading coach, teachers analyze data to determine how to group the students, decide on appropriate interventions, and determine necessary resources. Additional support from coaches, admin, volunteers, and non-instructional staff members all push in to offer additional support focusing on the need to close gaps but also to increase proficiency. Our "Bubble Kids," those that can easily pushed up from one group to the next, will receive additional support during our Dolphin camps (extended learning opportunities) so that we can accelerate their progress and move them up to a group that will best meet their needs.

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

All classrooms are equipped to be able to provide students with many different types of learning styles. Each student has the ability to go onto the computers to work on I ready and other programs to enhance their reading levels. We provide daily push in and pull out support for those students who need extra help outside and inside of the classroom.

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?

Our partnership with Discovery education ensures all our teachers have access to a wealth of valuable digital resources throughout the Discovery education network including access to articles, videos, and full documentaries. Discovery coaches are on campus monthly to assist teachers in order to ensure that they have the knowledge of and are successfully utilizing these resources. In addition to digital resources available, in the beginning of last year, every teacher received an entire class library of non-fiction books and magazines for them to use in their classrooms with students. The media center also has a variety of books, magazines, and other resources. These books are available for students to check out and take home. We also have a partnership with several organizations that do annual book drives. The books collected are then given to our students so that they have books in their home as well. During our open house last year, we had the Broward County Public Library at our school so that parents could sign up for library cards and both parents and students can utilize the resources available there as well.

School Improvement Plan (SIP)

School Name Park Ridge ES (1951)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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BEST PRACTICE #3

Optimal Internal/External Relationships

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BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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School Improvement Plan (SIP)

School Name Sanders Park ES (0891)

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
Primary PLC	Monday	1st3rd	9/24/2018 - 5/20/2019	2:15 PM - 3:00 PM	K, 1, 2
Intermediate Math	Monday	1st3rd	9/24/2018 - 5/20/2019	2:15 PM - 3:00 PM	3, 4, 5
Intermediate ELA	Monday	2nd4th	9/24/2018 - 5/20/2019	2:15 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)

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KG	68	36.80	0.00	0.00	38.20	20.60
01	94	26.60	0.00	0.00	25.50	9.60
02	77	35.10	1.30	0.00	15.60	6.50
03	89	18.00	1.10	0.00	27.00	3.40
04	72	25.00	2.80	0.00	13.90	11.10
05	75	22.70	6.70	0.00	28.00	8.00

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

Sanders Park will bridge the performance gap and increase the academic performance of students identified by the early warning system through the implementation of various intervention strategies. Identified students receive additional small group instruction in reading, math and writing through push-ins provided by support personnel. In addition, we provide academic specials that reinforce the ELA and Science and Social Studies standards for grades K-5. Lastly, identified 3rd, 4th and 5th grade students are offered the opportunity to attend after school tutorial and enrichment camps.

Interventions used include:

- Leveled Literacy Intervention
- Quick Reads
- Foundations
- Phonics for Reading
- Journeys Took Kit
- Write-In Reader
- iReady ILS for Reading and Math
- LAFS and MAFS

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th	9/13/2018 - 5/15/2019	8:30 AM - 12:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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Self-Assessment Ratings	
Accreditation Standard	Overall Rating
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<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p>	

SCHOOL ADVISORY COUNCIL (SAC)

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SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
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SAC-Sept-2018-sign-in-sheet.pdf	October	Monitored	10/25/2018
SAC-Sept-2018-Agenda.doc	September	Monitored	10/25/2018
SAC-Meeting_Minutes_9-12-18-(1).doc	September	Monitored	10/25/2018
0891_TitleIAddendum_10222018.pdf	October	None	10/22/2018
0891_ByLaws_10222018.pdf	October	SAC ByLaws	10/22/2018
SAC-&-SAF-Meeting-Dates-2018-2019.docx	September	None	10/22/2018

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	406	89 of 717	-406	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?

As evidence by the 2018 FSA and SES Band data, Sanders Park will focus on improving student achievement in the ELA. The 2018 ELA results indicated that 48% of students in grades 3-5 were proficient, 57% made learning gains and 48% of students for the lowest quartile made 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 specific BEST Practices that Sanders Park Elementary will implement or scale-up to improve teaching and learning in order to increase performance within the SES Band will be PLC and High Quality Instruction.

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

The focal point of the PLC's will be to address collaborative planning and effective teaching practices of the standards.

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

The specific school-level progress monitoring data that is collected monthly are the Cold Reads, Benchmark Assessment System, Oral Reading Fluency, Checkpoint, and MultiStrand assessments.

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

The students are monitored bi-weekly to determine if they are meeting their district and school goals. If students are not meeting their goals, they are remediated by the classroom teacher and reassess to ensure consistency in meeting their goal.

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

The coaches and administrators conduct daily walk-throughs to monitor the implementation of Tier 1 standards-based classroom instruction. In addition, teachers participate in bi-weekly professional learning communities which are centered around Tier 1 standards-based classroom instruction which allows teachers to engage in meaningful conversation about the implementation of the standards and differentiation. They also share best practices along with student data to allow input from team members. The administrative team, instructional coaches, and leadership team members meet frequently with Cadre director and instructional facilitators to engage in quality assurance literacy conversation.

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

The coaches and administrators conduct daily walk-throughs to monitor the implementation of Tier 1 standards-based classroom instruction. PLC's are centered around Tier 1 standards-based classroom instruction which allows teachers to engage in meaningful conversation about the implementation of the standards. They also share best practices along with student data to allow input from team members.

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, supplemental, and intervention programs that third through fifth grades use are Go-Math for Tier 1, Moving with Math for Exceptional Student Education (ESE), Boot Camp Math for the lowest 30th percentile, Social Studies, Science- Leveled Readers, Scholastic Books, Shared Reading, Rally- Reaching for the New Standards and Leveled Literacy Intervention (LLI).

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

Sanders Park Elementary implements the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills through lesson planning and incorporating different physical activities and social skills special.

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

The five competencies (Self-awareness, self-management, social awareness, relationship skills, responsible decision-making) are taught to students during specials. The school's guidance counselor spearheads the the charge of immersing students with SEL. Instructional personnel utlizies the Sanford Harmony Kit as a tool to provide SEL instruction. In addition, each classroom teacher was provided a Sandford Harmony Kit to further develop SEL skills throughout the school day.

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

Sanders Park Elementary's school wide policy and practices support the social emotional learning of students through consistent use of social emotional learning materials (Sanford Harmony Curriculum Kits) on a weekly basis and as needed with students in classrooms.

School Improvement Plan (SIP)

School Name Sanders Park ES (0891)

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
Primary PLC	Monday	1st3rd	9/24/2018 - 5/20/2019	2:15 PM - 3:00 PM	K, 1, 2
Intermediate Math	Monday	1st3rd	9/24/2018 - 5/20/2019	2:15 PM - 3:00 PM	3, 4, 5
Intermediate ELA	Monday	2nd4th	9/24/2018 - 5/20/2019	2:15 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	68	36.80	0.00	0.00	38.20	20.60
01	94	26.60	0.00	0.00	25.50	9.60
02	77	35.10	1.30	0.00	15.60	6.50
03	89	18.00	1.10	0.00	27.00	3.40
04	72	25.00	2.80	0.00	13.90	11.10
05	75	22.70	6.70	0.00	28.00	8.00

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

Sanders Park will bridge the performance gap and increase the academic performance of students identified by the early warning system through the implementation of various intervention strategies. Identified students receive additional small group instruction in reading, math and writing through push-ins provided by support personnel. In addition, we provide academic specials that reinforce the ELA and Science and Social Studies standards for grades K-5. Lastly, identified 3rd, 4th and 5th grade students are offered the opportunity to attend after school tutorial and enrichment camps.

Interventions used include:

- Leveled Literacy Intervention
- Quick Reads
- Foundations
- Phonics for Reading
- Journeys Took Kit
- Write-In Reader
- iReady ILS for Reading and Math
- LAFS and MAFS

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th	9/13/2018 - 5/15/2019	8:30 AM - 12:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Committee-Membership-2018-2019.htm	November	SAC ByLaws	11/2/2018
SAC-Sept-2018-sign-in-sheet.pdf	October	Monitored	10/25/2018
SAC-Sept-2018-Agenda.doc	September	Monitored	10/25/2018
SAC-Meeting_Minutes_9-12-18-(1).doc	September	Monitored	10/25/2018
0891_TitleIAddendum_10222018.pdf	October	None	10/22/2018
0891_ByLaws_10222018.pdf	October	SAC ByLaws	10/22/2018
SAC-&-SAF-Meeting-Dates-2018-2019.docx	September	None	10/22/2018

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	406	89 of 717	-406	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?

As evidence by the 2018 FSA and SES Band data, Sanders Park will focus on improving student achievement in the ELA. The 2018 ELA results indicated that 48% of students in grades 3-5 were proficient, 57% made learning gains and 48% of students for the lowest quartile made 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 specific BEST Practices that Sanders Park Elementary will implement or scale-up to improve teaching and learning in order to increase performance within the SES Band will be PLC and High Quality Instruction.

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

The focal point of the PLC's will be to address collaborative planning and effective teaching practices of the standards.

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

The specific school-level progress monitoring data that is collected monthly are the Cold Reads, Benchmark Assessment System, Oral Reading Fluency, Checkpoint, and MultiStrand assessments.

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

The students are monitored bi-weekly to determine if they are meeting their district and school goals. If students are not meeting their goals, they are remediated by the classroom teacher and reassess to ensure consistency in meeting their goal.

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

The coaches and administrators conduct daily walk-throughs to monitor the implementation of Tier 1 standards-based classroom instruction. In addition, teachers participate in bi-weekly professional learning communities which are centered around Tier 1 standards-based classroom instruction which allows teachers to engage in meaningful conversation about the implementation of the standards and differentiation. They also share best practices along with student data to allow input from team members. The administrative team, instructional coaches, and leadership team members meet frequently with Cadre director and instructional facilitators to engage in quality assurance literacy conversation.

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

The coaches and administrators conduct daily walk-throughs to monitor the implementation of Tier 1 standards-based classroom instruction. PLC's are centered around Tier 1 standards-based classroom instruction which allows teachers to engage in meaningful conversation about the implementation of the standards. They also share best practices along with student data to allow input from team members.

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, supplemental, and intervention programs that third through fifth grades use are Go-Math for Tier 1, Moving with Math for Exceptional Student Education (ESE), Boot Camp Math for the lowest 30th percentile, Social Studies, Science- Leveled Readers, Scholastic Books, Shared Reading, Rally- Reaching for the New Standards and Leveled Literacy Intervention (LLI).

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

Sanders Park Elementary implements the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills through lesson planning and incorporating different physical activities and social skills special.

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

The five competencies (Self-awareness, self-management, social awareness, relationship skills, responsible decision-making) are taught to students during specials. The school's guidance counselor spearheads the the charge of immersing students with SEL. Instructional personnel utlizies the Sanford Harmony Kit as a tool to provide SEL instruction. In addition, each classroom teacher was provided a Sandford Harmony Kit to further develop SEL skills throughout the school day.

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

Sanders Park Elementary's school wide policy and practices support the social emotional learning of students through consistent use of social emotional learning materials (Sanford Harmony Curriculum Kits) on a weekly basis and as needed with students in classrooms.

School Improvement Plan (SIP)

School Name Silver Ridge ES (3081)

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
Intervention / Standard Infusion	Tuesday	1st2nd3rd4th5th	8/8/2018 - 5/14/2019	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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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	176	13.10	0.00	0.00	16.50	3.40
01	186	13.40	0.00	0.00	15.60	2.70
02	162	8.00	0.00	0.00	6.20	0.60
03	181	11.00	1.70	0.00	11.00	2.20
04	179	7.30	0.60	0.00	15.60	2.80
05	191	6.80	0.00	0.00	17.80	2.10

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

In order to address the needs of students requiring interventions, we will provide targeted tier 2 instruction to all students demonstrating gaps in academic achievement. We will provide tier 3 intensive interventions to students using research-based intervention programs (Foundations, LLI, Phonics for Reading, Visualizing & Verbalizing, etc.). Teachers will collaboratively evaluate the results of progress monitoring assessments (BAS, pre/post tests, portfolios, etc.) and participate in data chats and student conferences. To address attendance and suspensions, teachers and staff will implement activities and lessons based on the Social Emotional Learning standards

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
Monday	1st, 2nd	8/27/2018 - 5/20/2019	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	
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p>	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Silver-Ridge-SAF-Meeting-Schedule.docx	September	None	10/23/2018
Silver-Ridge-SAC-Meeting-Schedule.docx	September	None	10/23/2018
Silver-Ridge-SAC-Composition.pdf	September	None	10/23/2018
Silver-Ridge-October-SAF.pdf	October	None	10/18/2018
Silver-Ridge-October-SAC.pdf	October	Developed	10/18/2018
Silver-Ridge-September-SAF.pdf	September	None	9/16/2018
Silver-Ridge-September-SAC.pdf	September	Developed	9/16/2018
Silver-Ridge-August-SAF.pdf	August	None	9/14/2018
Silver-Ridge-August-SAC.pdf	August	None	9/14/2018
Silver-Ridge-SAF-Bylaws.pdf	September	SAF ByLaws	9/14/2018
Silver-Ridge-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
7	427	79 of 119	-427	64	127

Goals

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

Our content area of focus for the 2017-2018, based on FSA data and analysis, is ELA. On the 2017-2018 FSA, 73% of our students demonstrated proficiency; 60% of our students made learning gains. We aim to increase both ELA proficiency and learning gains with particular focus on those students who scored in the lowest 25%.

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

We aim to more effectively implement and scale-up practices of focus from last year. In order to improve teaching and learning and to increase performance within the SES Band, Silver Ridge will focus on improving instruction across all tiers. Tier 1 will include interactive read-alouds and an emphasis on engaging authentic student talk. Tier 2 and Tier 3 small-group instruction will be delivered through the use of evidence-based resources and interventions. Additional training will be provided and encouraged for the improvement of guided reading practices across all grade levels.

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

Tier 1 Improvement: Interactive read-alouds will be used daily to monitor and clarify student comprehension via the incorporation of authentic student talk. Students will be encouraged to discuss the read-aloud with same-grade peers to gain additional insight and understanding from different viewpoints and perspectives. Teachers will check for understanding with intentional monitoring, guiding questions, and collaboration.

Tier 2/3 Improvement: Teachers will be guided through the Response to Intervention process and provided with access to and training for evidence-based intervention resources. These resources include iReady, Phonics for Reading, Foundations, LLI, Lively Letters, Touch Math, Journey's Write-In Readers, and the Visualizing & Verbalizing program. An emphasis on fidelity and consistency, as well as the accurate evaluation of student data and achievement, will be supported by the RtI team (Administration, ESE Specialist, Literacy Coach, ESE Support Facilitators, and School Psychologist). To improve guided reading practices, teachers are provided with look-fors and best practices. Our PLCs will include time for intervention training and implementation reflection.

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

The leadership team collects updated progress monitoring data from all grade levels quarterly. This data includes Benchmark Assessment System (BAS) instructional reading levels for all students. The leadership team compares current student levels to the previous quarter's and identifies degrees of growth; students not making sufficient growth are identified, a meeting with the teacher is scheduled, and interventions are implemented. The data sheet also includes student small-group reading groupings to monitor instructional reading levels, reading group flexibility/fluidity, and specific skills being targeted. Additional notes are made for students receiving targeted Tier 2 and Tier 3 interventions; notes are made of the interventions and all teachers are expected to have noted intervention time in their daily schedules. This information is updated as students are monitored in the RtI process. Student data is extracted and evaluated based on additional classifications: ESE, ELL, and the lowest performing 25%.

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

Silver Ridge ensures the fidelity of students not progressing towards school and district goals through careful progress monitoring, coaching, and leadership check-ins. Student data is evaluated and monitored weekly, and those demonstrating below-grade level performance or who are not making sufficient progress are identified and brought into MTSS. Once these students are identified, they are placed in a Tier 2 or Tier 3 intervention group in an attempt to close the gap. The RtI process is followed and the CPST team meets at least quarterly to analyze underlying reasons for the inadequate progress. The implementation of interventions is monitored and supported by the leadership team, including the Reading Coach. Teachers have dedicated intervention time in their daily schedules and receive training in intervention programs 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)?

Silver Ridge ensures that all classroom instruction is accessible to the full range of learners using UDL for effective instructional design and delivery via shared best practices, coaching, professional development, opportunities for reflection, and evaluation. Through collaboration, our teachers share a variety of ways to present material (paper/digital, hands-on/visual/auditory, etc.) so that all students have access to engaging instruction and opportunities to be successful. Grade levels are encouraged to plan together and share best practices that align to standards. Students are encouraged to set and track goals in data binders, and teachers

conference with students to review progress and discuss ways that each student may better understand him or herself as a learner. Classrooms are informally evaluated for elements of text-rich environments. Silver Ridge is working toward increasing access to digital tools which will increase access to flexible presentation and response.

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

Silver Ridge ensures Tier 1 Standards-Based classroom instruction is being implemented properly and effectively via observations, classroom support, individual teacher coaching, and sharing of best practices. Administration conducts periodic walkthroughs and observations to monitor the intentional and meaningful posting and monitoring of standards. Individual teachers observed to be developing in their implementation of standards-based instruction will conference with the leadership team, create a plan for improvement, and receive coaching from the leadership team and support staff. This may take the form of professional development, reflection, data review, and monitoring. All teachers are expected to reflect on Tier 1 data; standards-based assessments are used to ensure that at least 80% of students are demonstrating proficiency. Teachers with strengths in the teaching of particular standards are encouraged and expected to share their best practices at team meetings and PLCs. PLCs are designed to target particular standards deficits based on review of standardized testing data.

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?

Silver Ridge's core ELA program for K-5 is the Journey's reading program, and the core math program for K-5 is the Go Math! series. Time for Kids and related Scholastic texts (ex: Social Studies Weekly, Science Weekly) are used to supplement instruction and encourage cross-content integrated instruction. Teachers also use NewsELA (online), Read Works (online), and LAFS Ready books to supplement, scaffold, and differentiate standards-based instruction. To support guided reading, we have a complete guided reading book room with a variety of texts for BAS levels A-Z. These texts are organized by level and separated as either literary or informational text. For students requiring intervention, we have a variety of intervention resources available: iReady (lowest 25% performing students), Foundations (K), Lively Letters (K-2), LLI (1-3), Phonics for Reading (2-5), Phonographix (K-5), and Visualizing & Verbalizing (2-5).

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

Please see our 2018-2019 School Wide Social Emotional Learning Action Plan.

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

Please see our 2018-2019 School Wide Social Emotional Learning Action Plan.

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

Please see our 2018-2019 School Wide Social Emotional Learning Action Plan.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Utilization of evidence-based interventions, teacher training, professional development (as needed)	Leadership team	6/5/2018	Intervention and RTI training as needed	

School Improvement Plan (SIP)

School Name Sunland Park Academy (K-3) (0611)

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
Schoolwide PLC	Monday	3rd	9/17/2018 - 5/20/2019	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3
Grade Level PLC	Tuesday Wednesday Thursday	1st2nd3rd4th5th	8/21/2018 - 6/1/2019	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3

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	86	29.10	1.20	0.00	34.90	12.80
01	112	36.60	4.50	0.00	38.40	20.50
02	81	19.80	9.90	0.00	40.70	17.30
03	94	29.80	2.10	0.00	22.30	8.50

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

To improve the academic performance of students at Sunland Park Academy, all students K-3 participate in core literacy, math, and science instruction. K-3 students participate in small group guided reading during the 90 minute reading block to receive individualized instruction based on students' needs using a Balanced Literacy teaching model. Teachers in K-3 utilize Journeys, Go Math, and STEMscopes.

Reading interventions include the following: iReady Reading lessons, Foundations, Journeys Tool Kit, Leveled Readers, Phonics for Reading and LLI.

Math interventions include the following: iReady Math lessons, Calendar Math, Math Manipulatives, Reflex Math, Touch Math, and Acaletics.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/12/2018 - 5/29/2019	8:30 AM - 11:00 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_20182019.pdf	October	None	10/26/2018
SACBylaws_-SPA_20182019.pdf	October	SAC ByLaws	10/26/2018
SAC_SAF-Schedule_20182019.docx	October	None	10/26/2018
Sunland-Park-Academy-SAF-Bylaw.docx	October	SAF ByLaws	10/26/2018
09202018_SAC-upload.pdf	September	Developed	10/25/2018

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	230	671 of 717	1	183	365

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?

To ensure that classroom instruction is aligned to grade-level Florida Standards, teachers are provided several opportunities:

- attend training over the summer to unwrap standards and lesson plan according to Instructional Focus Calendars
- common planning during grade level PLCS
- literacy based and small group training on District Professional Development days
- standards based training sessions through the District

We monitor and ensure that classroom instruction is aligned to grade-level standards through/by:

- classroom walkthroughs
- quarterly data chats
- assessment data
- ILS utilization reports
- Instructional Focus Calendars and pacing guides
- team meeting minutes

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

To increase our performance within our SES band, we will focus more on Professional Learning Communities that implement effective data analysis.

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

Our Professional Learning Communities will be based on using effective data analysis to drive instruction. To scale-up this BEST Practice, we will:

- meet monthly as a Leadership Team to review data
- monitor schoolwide scores as students complete assessments
- meet weekly as grade level teams to plan common assessments, review results, and plan instruction
- meet quarterly with teachers to discuss data, trends, and instruction
- display teacher, grade level, and schoolwide scores in a data room
- create quarterly goals to effectively progress monitor each grade level

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

To monitor student progress, the BAS assessment is used. All teachers and coaches are trained on this system. Students are assessed during the 3 assessment periods to monitor growth. Data chats are held after each assessment period.

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

Students who are not adequately progressing towards school and district goals receive reading intervention and are referred to the RtI team. Administration and coaches regularly meet with intervention teachers to monitor students' progress. Also, the RtI team meets on students each Wednesday, and as they are up for review.

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

Teachers are trained by the Literacy Coach during the pre-planning week and during Professional Development days on Balanced Literacy. During these trainings with the Literacy Coach, teachers use the Literacy Continuum to plan appropriate whole and small group lessons. Administrators and the Literacy Coach perform classthrough walkthroughs to ensure that the appropriate standards-based 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?

Core:

KG - Journeys, STEMscopes

1-3 - Journeys, STEMscopes

Supplemental

KG - Foundations, Fountas & Pinnell Shared Reading Books, I-Ready, Scholastic Guided Reading, Scholastic Trade Books

1st - Fountas & Pinnell Shared Reading Books, I-Ready, Scholastic Guided Reading, Scholastic Trade Books

2nd - Fountas & Pinnell Shared Reading Books, I-Ready, LAFS, Scholastic Guided Reading, Scholastic Trade Books

3rd - Fountas & Pinnell Shared Reading Books, I-Ready, LAFS, ELA Motivation, Scholastic Guided Reading, Scholastic Trade Books

Intervention

Grade 1-3 LLI (retained students)

Grade K - Foundations

Grade 1 - Foundations

Grade 2 - Phonics for Reading, Foundations

Grade 3- Phonics for Reading, Rewards, QAR

At Sunland Park Academy, students have access to a variety of literary and informational text throughout each day. Through our balanced literacy approach, students are exposed to these texts during shared reading, interactive read alouds, guided reading groups and independent reading times. To ensure the fidelity of this approach, teachers are given opportunities to attend professional developments facilitated by the school based literacy coach as well as district based trainings that are offered throughout the year to help teachers better understand and utilize the different mediums of text. In addition, teachers have classroom libraries, video projectors and laptops for digital resources. For convenience, the school has a teacher resource room with a variety of instructional materials and resources available for check out.

How does your school implement the Broward County Public Schools Social and Emotional Learning

Standards to ensure students are developing social and emotional skills?

To ensure that our students are developing their social and emotional skills, we implement the Broward County Public Schools Social and Emotional Learning Standards through the use of:

- Sanford Harminy
- Character Education
- Cloud9 World
- Conscious Discipline

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

The five competencies of SEL are explicitly taught and integrated inside the classroom. Teachers instruct students during positive behavior lessons and each month as a new character trait is introduced.

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

To ensure that our students are developing their social and emotional skills, we implement the Broward County Public Schools Social and Emotional Learning Standards through the use of:

- Sanford Harminy
- Character Education
- Cloud9 World
- Conscious Discipline
- Positive Behavior lessons and activities
- Behavior Assemblies
- Mentoring by students and staff
- Regular Rtl meetings to monitor student behavior and academics

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Differentiated instruction, scale up intervention practices, PLCs to drive instruction	Classroom teacher, Literacy Coach, interventionists, administrations	6/5/2019	Grade Level PLCs, Balanced Literacy, Small group reading	\$0.00

School Improvement Plan (SIP)

School Name Sunland Park Academy (K-3) (0611)

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
Schoolwide PLC	Monday	3rd	9/17/2018 - 5/20/2019	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3
Grade Level PLC	Tuesday Wednesday Thursday	1st2nd3rd4th5th	8/21/2018 - 6/1/2019	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3

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	86	29.10	1.20	0.00	34.90	12.80
01	112	36.60	4.50	0.00	38.40	20.50
02	81	19.80	9.90	0.00	40.70	17.30
03	94	29.80	2.10	0.00	22.30	8.50

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

To improve the academic performance of students at Sunland Park Academy, all students K-3 participate in core literacy, math, and science instruction. K-3 students participate in small group guided reading during the 90 minute reading block to receive individualized instruction based on students' needs using a Balanced Literacy teaching model. Teachers in K-3 utilize Journeys, Go Math, and STEMscopes.

Reading interventions include the following: iReady Reading lessons, Foundations, Journeys Tool Kit, Leveled Readers, Phonics for Reading and LLI.

Math interventions include the following: iReady Math lessons, Calendar Math, Math Manipulatives, Reflex Math, Touch Math, and Acaletics.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/12/2018 - 5/29/2019	8:30 AM - 11:00 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_20182019.pdf	October	None	10/26/2018
SACBylaws_-SPA_20182019.pdf	October	SAC ByLaws	10/26/2018
SAC_SAF-Schedule_20182019.docx	October	None	10/26/2018
Sunland-Park-Academy-SAF-Bylaw.docx	October	SAF ByLaws	10/26/2018
09202018_SAC-upload.pdf	September	Developed	10/25/2018

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	230	671 of 717	1	183	365

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?

To ensure that classroom instruction is aligned to grade-level Florida Standards, teachers are provided several opportunities:

- attend training over the summer to unwrap standards and lesson plan according to Instructional Focus Calendars
- common planning during grade level PLCS
- literacy based and small group training on District Professional Development days
- standards based training sessions through the District

We monitor and ensure that classroom instruction is aligned to grade-level standards through/by:

- classroom walkthroughs
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- ILS utilization reports
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- team meeting minutes

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

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- meet monthly as a Leadership Team to review data
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What specific school-level progress monitoring data is collected and how often?

To monitor student progress, the BAS assessment is used. All teachers and coaches are trained on this system. Students are assessed during the 3 assessment periods to monitor growth. Data chats are held after each assessment period.

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

Students who are not adequately progressing towards school and district goals receive reading intervention and are referred to the RtI team. Administration and coaches regularly meet with intervention teachers to monitor students' progress. Also, the RtI team meets on students each Wednesday, and as they are up for review.

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

Teachers are trained by the Literacy Coach during the pre-planning week and during Professional Development days on Balanced Literacy. During these trainings with the Literacy Coach, teachers use the Literacy Continuum to plan appropriate whole and small group lessons. Administrators and the Literacy Coach perform classthrough walkthroughs to ensure that the appropriate standards-based 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?

Core:

KG - Journeys, STEMscopes

1-3 - Journeys, STEMscopes

Supplemental

KG - Foundations, Fountas & Pinnell Shared Reading Books, I-Ready, Scholastic Guided Reading, Scholastic Trade Books

1st - Fountas & Pinnell Shared Reading Books, I-Ready, Scholastic Guided Reading, Scholastic Trade Books

2nd - Fountas & Pinnell Shared Reading Books, I-Ready, LAFS, Scholastic Guided Reading, Scholastic Trade Books

3rd - Fountas & Pinnell Shared Reading Books, I-Ready, LAFS, ELA Motivation, Scholastic Guided Reading, Scholastic Trade Books

Intervention

Grade 1-3 LLI (retained students)

Grade K - Foundations

Grade 1 - Foundations

Grade 2 - Phonics for Reading, Foundations

Grade 3- Phonics for Reading, Rewards, QAR

At Sunland Park Academy, students have access to a variety of literary and informational text throughout each day. Through our balanced literacy approach, students are exposed to these texts during shared reading, interactive read alouds, guided reading groups and independent reading times. To ensure the fidelity of this approach, teachers are given opportunities to attend professional developments facilitated by the school based literacy coach as well as district based trainings that are offered throughout the year to help teachers better understand and utilize the different mediums of text. In addition, teachers have classroom libraries, video projectors and laptops for digital resources. For convenience, the school has a teacher resource room with a variety of instructional materials and resources available for check out.

How does your school implement the Broward County Public Schools Social and Emotional Learning

Standards to ensure students are developing social and emotional skills?

To ensure that our students are developing their social and emotional skills, we implement the Broward County Public Schools Social and Emotional Learning Standards through the use of:

- Sanford Harminy
- Character Education
- Cloud9 World
- Conscious Discipline

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

The five competencies of SEL are explicitly taught and integrated inside the classroom. Teachers instruct students during positive behavior lessons and each month as a new character trait is introduced.

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

To ensure that our students are developing their social and emotional skills, we implement the Broward County Public Schools Social and Emotional Learning Standards through the use of:

- Sanford Harminy
- Character Education
- Cloud9 World
- Conscious Discipline
- Positive Behavior lessons and activities
- Behavior Assemblies
- Mentoring by students and staff
- Regular Rtl meetings to monitor student behavior and academics

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Differentiated instruction, scale up intervention practices, PLCs to drive instruction	Classroom teacher, Literacy Coach, interventionists, administrations	6/5/2019	Grade Level PLCs, Balanced Literacy, Small group reading	\$0.00

School Improvement Plan (SIP)

School Name Walker ES (0321)

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
Walker Elementary Grade Level PLC	Monday		8/20/2018 - 5/20/2019	3:00 PM - 4:00 PM	Pre K, K, 1, 2, 3, 4

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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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	106	26.40	0.00	0.00	23.60	9.40
01	124	25.80	1.60	0.00	28.20	9.70
02	108	26.90	0.00	0.00	20.40	8.30
03	113	23.00	5.30	0.00	46.00	15.00
04	138	21.70	4.30	0.00	47.80	13.00
05	124	20.20	4.80	0.00	45.20	11.30

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

Walker Elementary employs a variety of programs to assist our students in improving academic success. For one and a half hour of the school day, the students in K-5 receive intensive instruction during Intensive Hour. During this hour, students are instructed in small groups, in specific reading strands/standards, or through specific intensive reading programs such as Foundations in grades K-2, Phonics for reading in grades 1-5, and Super QAR we Use in grade 5. At Walker Elementary, technology is paramount. Students in K-5 use IReady to strengthen their skills in Reading and Math; in grades K and 1, students use Innovations for Learning (IFL), in 1st-grade students, and Leveled Literacy Intervention (LLI) is used in grades 1st and 2nd grades. We use small group interventions and I-Ready to strengthen students skill in Math.

RtI Team Meeting Schedule

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

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday Friday	1st, 2nd, 3rd, 4th, 5th	8/27/2018 - 6/5/2019	-

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
WalkerSAC_SAF-Meeting-Dates.docx		10/22/2018
0321students_AdvancED_Elementary_2018-(1).xls		10/18/2018
0321_AdvancED_Staff_2018-(1).xls		10/18/2018
0321_AdvancED_Parents_2018-(1).xls		10/18/2018

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC_August_Signin.pdf	October	A+ Funds	10/26/2018
SAC_September_Signin.pdf	October	Monitored	10/26/2018
SAC-Agenda-8-29-18.docx	October	Monitored	10/26/2018
Walker_SAC-Minutes-August-25--2018.doc	October	Monitored	10/26/2018
SAC-Agenda-9-26-18.docx	October	Monitored	10/26/2018

File Name	Meeting Month	Document Type	Uploaded Date
Walker_SAC-Minutes_September.doc	October	Monitored	10/26/2018
Walker_SAC-Composition.pdf	October	Monitored	10/23/2018
Walker_SAC_Bylaws.pdf	October	Monitored	10/23/2018

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	305	469 of 717	-305	145	290

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?

As evidenced in the SES Band Data, we were 23% proficient in Reading based on the Florida Standards Assessment (FSA), placing Walker in the lowest 300 schools and lowest in our SES band. We will be focusing on reading achievement during the 2018-2019 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 be implementing a balanced literacy approach across the board in grades K-5. Teachers will receive training on small group instruction and how to use students BAS level to differentiate guided reading instruction. In addition, teachers will be tracking student data based on standards mastery, as evident by i-Ready standards mastery tool. This will guide personalized instruction during guided reading. All teachers and support staff will be providing intensive instruction during the hours of 1:15pm to 2:30pm Monday through Friday targeting our lowest bottom quartile students in Reading.

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

Teachers will be tracking student data based on standards mastery, as evident by i-Ready standards mastery tool. This will guide personalized instruction during guided reading. All teachers and support staff will be providing intensive instruction during the hours of 1:15pm to 2:30pm Monday through Friday targeting our lowest bottom quartile students in Reading.

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

I Ready standards mastery (Monthly)
BAS (Quarterly)
School City (Monthly)

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

Administration conducts monthly data chats with teachers in grades K-5.

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)?

Classroom teachers are scheduled for common planning where they follow modified district Instructional Focus Calendars to create a cohesive instructional design per grade level. Teachers meet on a weekly basis for a PLC where they discuss their common goals and bring classroom student data for best practices.

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 is being implemented properly and effectively using classroom data such as BAS, or summative data.

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
LAFS Book
LLI
Foundations
Journeys Tool Kit
Write in Readers

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

Our teachers use the mindfulness program to implement Broward County Public Schools Social and Emotional Learning Standards to ensure 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?

We use the mindfulness program school-wide to teach the five competencies.

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

We have a mentoring program that focuses on the social and emotional learning for students that provides each student with a mentor that will have a weekly meeting with the student to talk about different topics that focus on academics and social and emotional skills.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Guided Reading Instruction	All School Staff	6/5/2019	ongoing	

School Improvement Plan (SIP)

School Name Walker ES (0321)

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
Walker Elementary Grade Level PLC	Monday		8/20/2018 - 5/20/2019	3:00 PM - 4:00 PM	Pre K, K, 1, 2, 3, 4

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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RtI Team Meeting Schedule

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

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday Friday	1st, 2nd, 3rd, 4th, 5th	8/27/2018 - 6/5/2019	-

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.

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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
1	305	469 of 717	-305	145	290

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?

As evidenced in the SES Band Data, we were 23% proficient in Reading based on the Florida Standards Assessment (FSA), placing Walker in the lowest 300 schools and lowest in our SES band. We will be focusing on reading achievement during the 2018-2019 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 be implementing a balanced literacy approach across the board in grades K-5. Teachers will receive training on small group instruction and how to use students BAS level to differentiate guided reading instruction. In addition, teachers will be tracking student data based on standards mastery, as evident by i-Ready standards mastery tool. This will guide personalized instruction during guided reading. All teachers and support staff will be providing intensive instruction during the hours of 1:15pm to 2:30pm Monday through Friday targeting our lowest bottom quartile students in Reading.

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

Teachers will be tracking student data based on standards mastery, as evident by i-Ready standards mastery tool. This will guide personalized instruction during guided reading. All teachers and support staff will be providing intensive instruction during the hours of 1:15pm to 2:30pm Monday through Friday targeting our lowest bottom quartile students in Reading.

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

I Ready standards mastery (Monthly)
BAS (Quarterly)
School City (Monthly)

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

Administration conducts monthly data chats with teachers in grades K-5.

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)?

Classroom teachers are scheduled for common planning where they follow modified district Instructional Focus Calendars to create a cohesive instructional design per grade level. Teachers meet on a weekly basis for a PLC where they discuss their common goals and bring classroom student data for best practices.

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 is being implemented properly and effectively using classroom data such as BAS, or summative data.

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
LAFS Book
LLI
Foundations
Journeys Tool Kit
Write in Readers

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

Our teachers use the mindfulness program to implement Broward County Public Schools Social and Emotional Learning Standards to ensure 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?

We use the mindfulness program school-wide to teach the five competencies.

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

We have a mentoring program that focuses on the social and emotional learning for students that provides each student with a mentor that will have a weekly meeting with the student to talk about different topics that focus on academics and social and emotional skills.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Guided Reading Instruction	All School Staff	6/5/2019	ongoing	