

School Improvement Plan (SIP)

School Name Atlantic West ES (2511)

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
2511 New Teacher Mentoring Program	Thursday	2nd4th	8/15/2018 - 5/31/2019	2:15 PM - 3:00 PM	K, 1, 2, 3, 4, 5
2511 Science Fourth	Thursday	1st3rd	8/15/2018 - 5/24/2019	2:30 PM - 3:00 PM	4
2511 Science Third	Wednesday	2nd4th	8/15/2018 - 5/24/2018	2:30 PM - 3:00 PM	3
2511 Science Fifth	Thursday	5th	8/15/2018 - 5/24/2019	2:30 PM - 3:00 PM	5
2511 Science Second	Wednesday	2nd4th	8/15/2018 - 5/17/2018	2:30 PM - 3:00 PM	2
2511 Science First	Friday	1st3rd	8/15/2018 - 5/24/2018	2:30 PM - 3:00 PM	1
2511 Science Kindergarten	Friday	2nd4th	8/15/2018 - 5/31/2018	2:30 PM - 3:00 PM	K

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
2511 Math Primary	Tuesday	4th	8/15/2018 - 5/28/2019	2:15 PM - 3:00 PM	K, 1, 2
2511 Math intermediate	Tuesday	1st	8/15/2018 - 5/7/2019	2:15 PM - 3:00 PM	3, 4, 5
2511 ELA Primary	Tuesday	1st	8/15/2018 - 5/7/2018	2:15 PM - 3:00 PM	K, 1, 2
2511 ELA Intermediate	Tuesday	4th	8/15/2018 - 5/21/2019	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

Data For: 2017-2018 (Last updated: 7/18/2018)						
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02	111	20.70	0.90	0.00	29.70	7.20
03	135	14.80	0.70	0.00	40.70	9.60
04	133	9.80	3.00	0.00	45.90	9.00
05	124	14.50	3.20	0.00	37.10	8.90

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

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

Parent contact, parent conferences, letters home, social worker referrals, LLI, small group guided reading, iReady, Go Math reteach, push-in support, manipulatives, and iReady toolbox.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th, 5th	9/17/2018 - 6/3/2019	8:30 AM - 3:00 PM
Monday	1st, 2nd, 3rd, 4th, 5th	9/24/2018 - 5/20/2018	8:00 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-and-SAF-Meeting-Dates.docx	October	A+ Funds	10/18/2018
AWE_SAC_SAF_09172018.pdf	October	SAC ByLaws	10/18/2018
AWE_SAC_Composition_201819	October	Developed	10/18/2018
SAC_-ByLaws_201819.html	October	SAC ByLaws	10/18/2018
AWE_SAC_10152018.pdf	October	Developed	10/18/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	316	170 of 210	1	123	246

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. Atlantic West Elementary's 2017-18 FSA proficiency level for ELA was 33%, Math was 46%, and Science was 32%. Our focus is to show an increase in proficiency by 5% which can be seen as an increase on our SES band.

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 iReady standards mastery and extra lessons for differentiation in Reading and math to target individual student needs. Students reading below grade level in grades Kindergarten to grade 3 will participate in Leveled Literacy Intervention in addition to the regular Tier One reading instruction. Students in grades 4 and 5 identified in the bottom quartile for reading participate in reading intervention 30-45min. daily in conjunction with their regular Tier One reading instruction. In math, students in grades 3 and 4, identified as bottom quartile will participate in push-in or pull-out intervention groups in conjunction with their regular Tier One math instruction. Atlantic West Elementary math and reading professional development is held bi-weekly. Math PLCs will focus on standards-based learning and differentiated instruction, while Reading PLCs will focus on guided and shared reading standards-based instruction. The science coach will provide push-in support weekly to all grade levels along with bi-weekly team meetings to support teachers in planning effective, standards-based instruction.

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

Atlantic West Elementary grade level teams will analyze data provided from the 2017-18 Florida Standards Assessment, the Primary End of year reading assessment, BAS, and iReady Diagnostic Assessment to identify areas of strengths and weaknesses for individual students, classes, and school. Data will drive the instruction. Teachers will differentiate within small groups and centers for both reading and math. Students will set goals and take ownership of their learning by utilizing "On Track" data tracking folders. Teachers and the administrative team will monitor growth through iReady and data chats.

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

Reading – The Benchmark Assessment System will be administered to all grade levels three times during the school year. Teachers will input data into BASIS. iReady Diagnostic Assessments will be given and data collected and reviewed three times during the year.

Math – Data will be monitored through iReady Diagnostic Assessments three times during the year and Standards Mastery assessment data will be collected according to the Assessment calendar on a monthly basis.

Science – Mini BAT assessments will be assigned as Standard Instruction is completed on a monthly basis.

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

Atlantic West Elementary teachers participate in quarterly data chats, individual grade level team meetings to help teammates brainstorm proven interventions to help students achieve success. Grade level team leaders help team members initiate the RTI process by assisting in the Child Study referral process. In addition, they determine common assessments to compare them to themselves, class and grade level.

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)?

Tier One instruction is provided to each student within the classroom. Students will be allowed choices to display mastery in reading, math, and science. Teachers will set a clear goal, anticipate barriers that may arise within the lesson or standard and provide options for engagement, representation, and actions and expressions for demonstration of their mastery of the standards.

Universal Design for Learning Professional development for staff will be provided through the District. Select teachers will attend and share the learning within the Professional Learning Communities.

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

Coaches and Administrative walk-throughs will be utilized to observe Tier 1 Standard-Based instruction implementation. Coaches will provide feedback and training within PLCs. The administration will provide feedback to individual teachers.

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

Atlantic West Elementary utilizes the Title I Scholastic book room for core instruction through balanced literacy in all grades. The Scholastic book room contains both literary and informational text in guided reading levels ranging from A through Z. Journeys leveled readers and anchor texts are also resources used for literacy instruction. Social Studies and Science content are taught schoolwide through an interdisciplinary approach using the content area leveled readers and anchor texts provided by the district. Intervention programs at Atlantic West Elementary include Leveled Literacy Intervention for grades K-3, Foundations for grades K-2, Journey's toolkit K-5, Rewards 3-5 and Wilson for ESE students in grades 3-5.

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

AWE implements the SEL standards through use of the Sanford Harmony program, immersed with our PBIS SOAR expectations, classroom guidance lessons, school assemblies, and infusion of SEL competencies within our curriculum. Classroom and our school-wide behavior plan focuses on the SEL competencies

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

Daily morning announcements highlight character traits as part of the Kids of Character monthly program where students who exemplify the behavior are recognized. Every teacher incorporates Sanford Harmony activities in their lesson plans. They explore the five SEL competencies by empowering students to communicate, cooperate, connect, embrace diversity and resolve the conflict. Teachers use these activities along with the PBIS expectations in the classroom to teach SOAR (Self Control, On Task behaviors, Acceptance of others, and Respect.) In addition, students who show positive SOAR behaviors and rewarded with incentives. At AWE our SEL goals include teaching self-awareness and self-management skills to achieve school and life success. We focus on social-awareness and interpersonal skills to establish and maintain positive relationships. Teachers also apply decision-making skills and responsible behaviors in personal, school, and community contexts. Through balanced instruction and cooperative learning in the classroom, the students’ SEL skills are applied.

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

AWE is a PBIS school and we focus on expectations that are required to be followed by all students so every student can be successful. Teachers base their classroom discipline plan on the school-wide expectations and students who exemplify these behaviors are recognized and they then model the appropriate behaviors so that all students can be successful.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Science Resource interventionist will be pushing into classrooms weekly into 5th grade and bi-weekly to the K,1,2,4,5. Hands-on science inquiries, museum exhibit nights, field trips and field experiences,	Carolyn Luckenback and Jennifer Forest	5/30/2018	Intro to standards based curriculum K-2, 3-5 and STEMScopes Trainings	NA
Small Group Guided Reading, LLI, DBQ, reading resource interventionist, I-ready individual lesson support, standards practice, Foundations, and REWARDS		5/30/2018	District Small Group Guided Reading Training and District DBQ Training, ELA focused PLC	NA

Strategies	Persons responsible	Deadline	Professional Development	Budget
Small Group differentiated instruction within the math block, math resource interventionist for 3rd and 4th grade lowest quartile, iReady lesson support and standards practice, Go Math intervention materials.	Classroom Teachers, Ms. Brocale	5/30/2018	District Standards-Based Effective Math Block training, District Math Strands training, School-based Math PLC	

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School Improvement Plan (SIP)

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Team Collaboration	Tuesday		8/28/2018 - 5/28/2019	7:35 AM - 8:30 AM	K, 1
Team Collaboration	Thursday		8/28/2018 - 5/28/2019	7:35 AM - 8:30 AM	2, 3
Aspiring Leaders	Friday		8/28/2018 - 5/28/2019	7:35 AM - 8:30 AM	K, 1, 2, 3, 4, 5
Friday Focus-Reading Strategies	Friday	1st2nd3rd4th	10/9/2018 - 5/7/2019	7:35 AM - 8:30 AM	K, 1, 2, 3, 4, 5

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03	119	10.10	3.40	0.00	19.30	5.00
04	125	12.80	5.60	0.00	26.40	6.40
05	132	13.60	3.00	0.00	17.40	1.50

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

We identify struggling students using multiple assessments. We then provide tailored interventions through the RTI process such as LLI, Phonics for Reading, Write In Readers etc. In addition, all struggling students are invited to Academic Camps, where they are instructed in a small group setting. Furthermore, any student identified by the Early Warning Indicators is placed on a Progress Monitoring Plan in the affected area. Students are then monitored using the Standards Mastery component of I-Ready, as well as with graphical data

in their identified deficiency area. Data chats are held quarterly and RtI meetings are held every 6 weeks for identified students.

RtI Team Meeting Schedule

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Oct-sac-attendance.pdf	October	Developed	10/19/2018
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CCE-SAF-MEETING-AGENDA-SEPTEMBER-11-2018.pdf	October	SAF ByLaws	10/3/2018
SAC-MEETING-DATES-2018-1909-14-2018-125622.pdf	September	None	9/14/2018
SAC-ByLaws-2018-19.html	September	SAC ByLaws	9/14/2018
SAF-Bylaw-Template-2018-19.docx	September	SAF 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
4	360	98 of 156	1	101	202

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?

* Teachers will implement differentiated centers, along with directed instruction meeting all students with enrichment, instructional and remedial strategies. The Florida State Standards (MAFS AND LAFS) will drive curriculum in all grade levels. In addition, we will use implementation of SIM Quality Assurance for primary literacy and focus on primary literacy through small guided groups.

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* In Math, primary grades will work on increasing math fluency to better prepare students for the third grade Math FSA, specifically Operations, Geometry Thinking.

* In Science teachers have been trained in the new Science series A-Z and Stem Scopes which have incorporated all Science Standards.

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

At our school, we are working on improving processes pertaining to RTI and data analysis. With regard to RTI, we are ensuring the prescription fits the ailment, or deficiency, experienced by the student. Norm-referenced data will be one source collected for progress monitoring, in addition to individualized data, data compared to other struggling students as well as class averages. Data analysis at CCES now contains a holistic approach designed to effect a whole-school sense of accountability (all students belonging to all staff members). In essence, during planning times, grade level data is shared amongst the entire grade level to foster best practice sharing and greater alignment between teaching and learning.

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

* Teachers will implement differentiated centers, along with directed instruction meeting all students with enrichment, instructional and remedial strategies. The Florida State Standards (MAFS AND LAFS) will drive curriculum in all grade levels. In addition to, implementation of SIM Quality Assurance for primary literacy and focus on primary literacy through small guided groups.

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* In Math, primary grades will work on increasing math fluency to better prepare students for the third grade Math FSA, specifically Operations, Algebraic Thinking.

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

At our school, we are working on improving processes pertaining to RTI and data analysis. With regard to RTI, we are ensuring the prescription fits the ailment, or deficiency, experienced by the student. Norm-referenced data will be one source collected for progress monitoring, in addition to individualized data, data compared to other struggling students as well as class averages. Data analysis at CCES now contains a holistic approach designed to effect a whole-school sense of accountability (all students belonging to all staff members). In essence, during planning times, grade level data is shared amongst the entire grade level to foster best practice sharing and greater alignment between teaching and learning.

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

Title One Reasource Teacher' LLI reading pull out
Small Group Instruction
Academic Camps after school.
Nova Tutor

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

We strive to meet the needs of every student in every classroom. We get to know the students strengths and weaknesses as well as their learning styles. We remove barriers to Tire 1 instruction by using Anchor Charts, Thinking Maps, Oral and Visual teaching modalities. In toher words we teach in different way in order to reach individual learning styles. We also offer choice on how students can demonstrate their knowledge of content taught. we use and expose students to a variety of digital programs.

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

- * Trainings with RTI Facilitator
- * Formals and infomals, walk throughs
- *Standards Based Instruction
- * Aligned to Instructinal Focus Calendar
- * Through Core Process

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?

*Foundations, LLI grades 1-5, Journeys tool kit, Write In Reader, QUick Reads,
*Reading Resources Room, Leveled Books, Big Books, Readers Theater, Different Geners, Read Works,
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How does your school implement the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills?

- Champs school wide
- Participate in Peace Week
- Peace Week
- Start with a Hello
- Red Ribbon week
- Harvest Drive, Trunk or Treat
- Parents Nights Blast promotes Social Awarness and responsible behaviors in social and community context.
- Hero
- Support Staff asisit with grade level academic behavior issues
- RTI, PBIS

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

- Support Staff is assinged to specific grade levels to support academic/behavior needs of the students.
- Individual and small group counseling available to all levels
- Start with Hello-social awarness/ relationship skills
- Character Education-responsible decision making, self awareness, self management, social awareness, relationship skills. Teachers are sent newsletters with ways to incorporate monthly traits into subject areas.
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- Morning announcements
- Hero/PAWS
- Teachers have access to LEAPS through SharePoint and all resources on the DPI
- Students work in groups to promote getting along with others opinions.
- Yoga -self management
- Staring Morning Meeting with student who would like to just talk.

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

- * Support Staff and adminstrators as mentors.
- * Guidance Plan
- * Mentoring announcements, Character Education, Trentsettors
- * each adminstrator/Suport Staff reads a specific SEL book to each grade level in their classroom.

School Improvement Plan (SIP)

School Name Coconut Creek ES (1421)

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
Staff Collaboration	Monday	3rd	8/20/2018 - 5/20/2019	7:35 AM - 8:25 AM	K, 1, 2, 3, 4, 5
Team Collaboration	Wednesday		8/28/2018 - 5/28/2019	7:35 AM - 8:30 AM	4, 5
Team Collaboration	Tuesday		8/28/2018 - 5/28/2019	7:35 AM - 8:30 AM	K, 1
Team Collaboration	Thursday		8/28/2018 - 5/28/2019	7:35 AM - 8:30 AM	2, 3
Aspiring Leaders	Friday		8/28/2018 - 5/28/2019	7:35 AM - 8:30 AM	K, 1, 2, 3, 4, 5
Friday Focus-Reading Strategies	Friday	1st2nd3rd4th	10/9/2018 - 5/7/2019	7:35 AM - 8:30 AM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 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	106	19.80	11.30	0.00	28.30	9.40
01	121	11.60	5.80	0.00	33.10	6.60
02	95	14.70	5.30	0.00	23.20	8.40
03	119	10.10	3.40	0.00	19.30	5.00
04	125	12.80	5.60	0.00	26.40	6.40
05	132	13.60	3.00	0.00	17.40	1.50

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

We identify struggling students using multiple assessments. We then provide tailored interventions through the RTI process such as LLI, Phonics for Reading, Write In Readers etc. In addition, all struggling students are invited to Academic Camps, where they are instructed in a small group setting. Furthermore, any student identified by the Early Warning Indicators is placed on a Progress Monitoring Plan in the affected area. Students are then monitored using the Standards Mastery component of I-Ready, as well as with graphical data

in their identified deficiency area. Data chats are held quarterly and RtI meetings are held every 6 weeks for identified students.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 3rd	10/3/2018 - 5/29/2019	9:00 AM - 2:00 PM
Wednesday	1st, 2nd, 3rd, 4th, 5th	10/3/2018 - 5/29/2019	9:00 AM - 3:00 PM
Wednesday	1st, 3rd	10/3/2018 - 5/30/2019	9:00 AM - 2:00 PM
Wednesday	1st, 2nd, 3rd, 4th, 5th	-	9:00 AM - 3:00 PM
Wednesday	1st, 2nd, 3rd, 4th, 5th	-	9:00 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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- * each adminstrator/Suport Staff reads a specific SEL book to each grade level in their classroom.

School Improvement Plan (SIP)

School Name Collins ES (0331)

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
Pre-K ELA	Tuesday	1st3rd	8/8/2018 - 5/3/2019	8:10 AM - 9:25 AM	Pre K
KG ELA	Friday	2nd4th	8/8/2018 - 5/3/2019	8:10 AM - 9:25 AM	K
1st ELA	Wednesday	2nd4th	8/8/2018 - 5/3/2019	8:10 AM - 9:25 AM	1
4/5 Math	Monday	2nd4th	8/8/2018 - 5/3/2019	8:10 AM - 9:25 AM	4, 5
4/5 ELA	Monday	2nd4th	8/8/2018 - 5/3/2019	8:10 AM - 9:25 AM	4, 5
3rd ELA	Thursday	2nd4th	8/8/2019 - 5/3/2019	8:10 AM - 9:25 AM	3
2nd ELA	Tuesday	2nd4th	8/8/2018 - 5/3/2019	8:10 AM - 9:25 AM	2

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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02	66	25.80	3.00	0.00	51.50	10.60
03	57	24.60	1.80	0.00	12.30	1.80
04	55	18.20	1.80	0.00	30.90	5.50
05	48	20.80	4.20	0.00	35.40	12.50

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

Collins Elementary School utilizes a variety of data collection methods. All grade levels engage in the use of Common Formative Assessments designed to assess student mastery of grade level standards that have been taught through the use of various instructional materials. These assessments are given every two to four weeks. Data is tracked throughout the school year and interventions are implemented for students who are not making acceptable progress toward mastery. Students in K-3 and those in 4th and 5th grade who are identified as having a deficiency in reading are assessed three times each year using the Benchmark Assessment System (BAS). Data from this assessment helps to identify specific reading deficiencies and allows teachers to group students to meet their academic needs.

Teachers are encouraged to use a variety of instructional materials for initial instruction to help

students achieve mastery of the Florida Standards, including the district’s adopted curriculum, teacher and team designed activities, and state recommended activities. For those students identified through a variety of assessments as “struggling readers”, small group and individual interventions are implemented. Phonics for Reading, Foundations, and Leveled Literacy Intervention are some of the programs utilized to help close the achievement gap for these students.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday Thursday	1st, 3rd	9/7/2018 - 5/17/2019	9:30 AM - 1:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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School Improvement Plan (SIP)

School Name Collins ES (0331)

School Year 2018 - 2019

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BEST PRACTICE #3

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No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
sac-signature-oct-2018.pdf	October	SAC ByLaws	10/26/2018
0331_10232018SAC-BY-LAWS-(1).doc	October	SAC ByLaws	10/23/2018
sac-september-minutes-2018.docx	October	SAC ByLaws	10/23/2018
sac-agenda-oct-2018.docx	October	SAC ByLaws	10/23/2018
Committee-Membership.html	October	SAC ByLaws	10/23/2018
sac-meeting-dates.docx	October	Monitored	10/18/2018
sac-agenda-sept-2018.docx	September	Monitored	9/24/2018
sac-attendance-92018.pdf	September	Monitored	9/24/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Minutes-5-15-18-(1)-(3).docx	September	Monitored	9/20/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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2					

School Improvement Plan (SIP)

School Name Dania ES (0101)

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.

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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)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
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05	87	17.20	0.00	0.00	14.90	2.30

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

Utilizing the Intervention Decision Tree, all students in Grades K-3 are administered the Benchmark Assessment System (BAS) early in the school year to determine their literacy level. Students in Grades 4 and 5 that scored Level 1 and 2 on the FSA ELA are also administered the BAS to determine their needs. Small groups for intervention are determined based on the analyzed data. Based on early warning indicators, 26% of 5th graders and 33% of 4th graders for the 2017-

2018 school year scored level 1 in ELA or Math. Progress monitoring is conducted on regular schedule with a set of expectations for each grade level. Students not meeting expectations /proficiency receive interventions based on the MTSS/Rtl model of tiers of support.

Classroom teachers have a variety of resources to provide instruction during Literacy period. School wide implementation of the MTSS/Rtl 3 Tier Model ensures that all students receive instruction and supplemental instruction at their level with fidelity. Staff are trained in how to deliver and score assessments used to determine the students independent, instructional and frustrational level. Progress monitoring is conducted bi-weekly using Standards Mastery tests, iReady assessments, and chapter tests.

The Core Literacy Instruction, for Tier 1 instruction, is presented to all students, using Journey's Basal Readers. Instruction is presented in a whole group learning session. Supplemental materials for Core instructions include NewsELA, Scholastic News, and iReady. Students also participate in small group lessons based on their BAS reading levels and iReady diagnostic information. These groups work on the targeted literacy skills that the students need to strengthen. Supplemental materials such as Leveled Readers, Write in Reader are provided to help the student improve decoding and comprehension skills. Bi-weekly assessments determine growth and improvement. The teacher and MTSS Team meet to compare the intervention data to the baseline data to determine whether the desired change is occurring. The data is analyzed to determine whether the student is making progress toward meeting the goal determined in the intervention plan.

Tier 2 intervention occurs when the data does not show growth and progress toward the established goals. Supplemental materials such as Phonics for Reading and Words Their Way are provided in an additional small group setting. For example: 20 minutes of additional reading instruction per day, 2-3 days. Data is collected bi-weekly to determine if progress toward the goal is achieved.

Tier 3 intervention occurs when the student continues to fail to make progress toward the goal. An additional 20 minutes of intensive instruction is recommended using additional supplemental personnel and materials such as Reading Resource push-in instruction. Data is collected weekly to determine progress.

The ESE Support Facilitator provides ESE students with daily literacy support utilizing a variety of instructional text. Materials such as Wilson Reading System, Words Their Way, Leveled Readers, and Smile are implemented daily for 30 minutes in a small group setting. Progress monitoring is conducted weekly.

Students receiving interventions are routinely monitored by the MTSS Team. The teacher is requested to produce intervention data collected over a period of 6 weeks, to the team and the parents at a scheduled meeting. At that time, it is determined if the student is making significant progress toward the goal.

Students vary in the way they learn and process information. The Universal Design for Learning provides for student differences. Some grasp information quicker or more efficiently through visual or auditory modalities rather than printed text. Therefore, our teachers utilize a variety of methods to present material. Lessons are presented via projectors, videos, or read alouds. Research shows that learning, and transfer of learning, occurs when multiple means of presentation are used because they allow students to make connections in a way that suits their learning styles.

Students are also afforded the opportunities to demonstrate what they know in a variety of ways. Opportunities such as journals, group projects, flash cards, and white boards are used as means to participate in classroom instruction.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th	9/5/2018 - 182019-05-29	8:30 AM - 1:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

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

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SAFAgenda_October.pdf	November	Monitored	11/7/2018
Oct_SACAgenda.pdf	November	Monitored	11/7/2018
Nov_SAFAgenda.pdf	November	Monitored	11/7/2018
Nov_SACAgenda.pdf	November	A+ Funds	11/7/2018
SAC_SeptAgenda2018_19.pdf	November	Monitored	11/7/2018
CompositionReport.pdf	November	Monitored	11/2/2018
SAFSigninSeptember.pdf	November	Monitored	11/2/2018
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SAF-Bylaws.docx	October	SAF ByLaws	10/24/2018
SAC-By-Laws.doc	October	SAC ByLaws	10/24/2018
SACSeptembermin&Dates.pdf	October	Monitored	10/18/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Classroom teachers analyzed previous FSA data fo determine to learn targets and goals. Professional Learning Communities (PLC), have been implemented based on those goals. A professional development plan has been initiated, based on FSA Standards, to implement the use of grade level IFC (instructional Focus

Calendar) which was designed based on student needs. This allowed grade level teams to follow a scope and sequence to effectively research, discuss, and plan instruction throughout PLC Meetings. Classroom teachers have created SMART goals focusing on student achievement in ELA. iReady diagnostics will be administered to all students and each student will utilize iReady on a daily basis to meet goals based on their individual needs. BAS will be administered quarterly to monitor the growth of individual students, classes and grade level. Adjustments in-class instruction will be determined by the results of assessments. BSA administered in January will also assist teachers in focusing and reteaching areas of weakness based on results.

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

Students have the opportunities to access informational text through a variety of sources. Teachers will receive training through PD (Professional Development) on the utilization and implementation of NewsELA. NewsELA is an internet database of differentiated nonfiction reading across grade levels. Teachers will be utilizing Scholastic News both in print and digital format to access non-fiction selections. Grades 3-5 will receive LAFS (Language Arts for Florida Standards) test prep books for daily use. Mastery tests will be given bi-weekly to determine growth or need to reteach content. A Literacy Room has been developed containing fiction and non-fiction text which covers the content areas for teachers to check out for use in classrooms in small groups.

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

Based on SES Band Data, Literacy will be the focus for improving student achievement. This area was selected due to our student underperformance in this area as compared to the other schools in our SES band.

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

The BEST Practices that will be implemented and or scaled up to improve teaching and learning will include: School-wide as well as grade level PLCs focusing on Literacy. All teachers will progress monitor their students on a regular basis, bi-weekly, utilizing iReading results and bi-weekly or weekly assessments.

Grade levels will participate in Data Chats with the Leadership Team each quarter. Strengths and challenges of students will be discussed and additional strategies will be suggested and implemented to enhance academic growth.

ESE students will receive additional literacy supports from the ESE Support Facilitator daily utilizing the push-in or pull-out model as determined by needs.

Lowest quartile students will receive daily literacy intervention from the Reading Resource Teacher via a push-in model.

The Literacy Coach works with small groups of students in Grade 3 and 5 to support and improve their literacy skills.

ELL students meet with our ESOL Resource Teacher to improve vocabulary and comprehension skills

After school Reading/Literacy camps for 3-5th grade students will be started. Students will be selected to participate based on FSA, BAS and iReady levels.

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

To ensure the fidelity of our students not progressing towards targeted goals the school uses best practices of identifying the students in need, ensuring they are in the MTSS process. We also ensure instruction matches their level of need, be it Tier 1,2 or 3. Progress monitoring data chats are continuous and instruction along with interventions are adjusted based on student performance.

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)?

To ensure all classroom instruction is accessible to a full range of learners, teachers will use UDL considerations as they plan their lessons. All grade levels will bring UDL principals into their lesson plans and PLC meetings.

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

To ensure Tier 1 instruction is being implemented properly, teachers will plan all lessons with the State standards at the core. Teachers will make sure the content of their lessons work towards the rigor of the standard. During PLC meetings, teachers will review lessons, student work, and assessment data to ensure the work students are producing is at the correct level of the standard.

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?

Dania Elementary ensures our students have access to a balance of literary and informational text through a process of curriculum review. The Reading coach will assess the curriculum needs of our school and then purchase the needed materials with budgetary funds. The texts used for our core instruction comes from Title 1 Scholastic books for small group reading in ELA and Social Studies.

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

Dania Elementary School works in partnership with the home and community to best support the educational outcomes of all students. We are pleased to offer our school staff professional development opportunities in the areas of Family Engagement, Multi-tiered Systems of Support/ Response to Intervention, Tier 1 Behavior Strategies, working with LGBTQ+ Youth and Implicit Bias, in addition to instructional and curriculum practices. Our school theme this year is “SWIM to

Success!” highlighting our School-Wide Positive Behavior Expectations of Safety First, Impress with Respect, Work it Out and Make it Count! Students are explicitly taught expectations and ways to problem-solve situations through classroom lessons and grade-level assemblies that incorporate age-appropriate literature and role-play. These expectations are positively reinforced through a Cafeteria incentive program and random “pop-ins” where support staff delivers prizes to classrooms. We also hold School Advisory Committee (SAC) meetings, publish a quarterly newsletter, hold family nights and honor roll assemblies where caregivers learn about best practices to support their students, as well as celebrate their accomplishments.

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

The 5 competencies of the SEL plan is implemented weekly through;

- Community Meetings/ Team-BuildingTjh
- Social Thinking Thursday on Dania Elementary News
- Social Thinking Small-Group (Tier 2)
- Literature Connections
- Safe Space for De-Escalation
- Mindfulness and Yoga (Bi-Annual Yoga Day of Mindfulness and
- Movement and Refresh Friday practice on Dania Elementary News)
- Zones of Regulation Small-Group (Tier 2)

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

Dania Elementary School works in partnership with the home and community to best support the educational outcomes of all students. Our policy works towards educating the whole child in a safe environment with SEL at the forefront of our planning.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
<p>Focusing on the continuous improvement model Dania Elementary will use research-based accepted best practices, which align with student achievement needs. These practices will be shared during PLC, coaching and MTSS meetings. We will insure student progress by tracking data and changing instruction when needed.</p>	Administration	5/30/2019		
<p>Our school has began several initiatives to increase parental involvement, student achievement. Dania Elementary has planned family nights to engage all stakeholders in collaborative activities. Community partners will be included in the process.</p>	Administration	5/30/2019		
<p>Students identified as needing Tier 2 and 3 interventions receive daily double and triple dose of targeted instruction utilizing interventions from the District's Struggling Reader and Math Charts. The Reading interventions include Journeys Write in Reader, English Language Learner Resources, Literacy Tool Kit, Leveled Literacy Intervention (LLI). The Math interventions include the Go Math Strategic Intensive Guide, Go Math Intensive Intervention Skill Packs, Engage NY, Learnzillion, Khan Academy, Tenmarks, BSA assessments.</p>	MTSS team	5/30/2019		
<p>In order to ensure classroom instruction is aligned to grade-level Florida Standards, our teachers and administration participate in Authentic PLCs. During our PLC time, we analyze data and ensure that the curriculum is aligned to the standards.</p>	Administration	5/30/2019		

School Improvement Plan (SIP)

School Name Dania ES (0101)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

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Dania Elementary ensures our students have access to a balance of literary and informational text through a process of curriculum review. The Reading coach will assess the curriculum needs of our school and then purchase the needed materials with budgetary funds. The texts used for our core instruction comes from Title 1 Scholastic books for small group reading in ELA and Social Studies.

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

Dania Elementary School works in partnership with the home and community to best support the educational outcomes of all students. We are pleased to offer our school staff professional development opportunities in the areas of Family Engagement, Multi-tiered Systems of Support/ Response to Intervention, Tier 1 Behavior Strategies, working with LGBTQ+ Youth and Implicit Bias, in addition to instructional and curriculum practices. Our school theme this year is “SWIM to

Success!” highlighting our School-Wide Positive Behavior Expectations of Safety First, Impress with Respect, Work it Out and Make it Count! Students are explicitly taught expectations and ways to problem-solve situations through classroom lessons and grade-level assemblies that incorporate age-appropriate literature and role-play. These expectations are positively reinforced through a Cafeteria incentive program and random “pop-ins” where support staff delivers prizes to classrooms. We also hold School Advisory Committee (SAC) meetings, publish a quarterly newsletter, hold family nights and honor roll assemblies where caregivers learn about best practices to support their students, as well as celebrate their accomplishments.

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

The 5 competencies of the SEL plan is implemented weekly through;

- Community Meetings/ Team-BuildingTjh
- Social Thinking Thursday on Dania Elementary News
- Social Thinking Small-Group (Tier 2)
- Literature Connections
- Safe Space for De-Escalation
- Mindfulness and Yoga (Bi-Annual Yoga Day of Mindfulness and
- Movement and Refresh Friday practice on Dania Elementary News)
- Zones of Regulation Small-Group (Tier 2)

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

Dania Elementary School works in partnership with the home and community to best support the educational outcomes of all students. Our policy works towards educating the whole child in a safe environment with SEL at the forefront of our planning.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
<p>Focusing on the continuous improvement model Dania Elementary will use research-based accepted best practices, which align with student achievement needs. These practices will be shared during PLC, coaching and MTSS meetings. We will insure student progress by tracking data and changing instruction when needed.</p>	Administration	5/30/2019		
<p>Our school has began several initiatives to increase parental involvement, student achievement. Dania Elementary has planned family nights to engage all stakeholders in collaborative activities. Community partners will be included in the process.</p>	Administration	5/30/2019		
<p>Students identified as needing Tier 2 and 3 interventions receive daily double and triple dose of targeted instruction utilizing interventions from the District's Struggling Reader and Math Charts. The Reading interventions include Journeys Write in Reader, English Language Learner Resources, Literacy Tool Kit, Leveled Literacy Intervention (LLI). The Math interventions include the Go Math Strategic Intensive Guide, Go Math Intensive Intervention Skill Packs, Engage NY, Learnzillion, Khan Academy, Tenmarks, BSA assessments.</p>	MTSS team	5/30/2019		
<p>In order to ensure classroom instruction is aligned to grade-level Florida Standards, our teachers and administration participate in Authentic PLCs. During our PLC time, we analyze data and ensure that the curriculum is aligned to the standards.</p>	Administration	5/30/2019		

School Improvement Plan (SIP)

School Name Hollywood Central ES (0121)

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
0121 5th ELA	Monday	1st3rd5th	9/17/2018 - 5/15/2019	2:00 PM - 3:00 PM	5
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0121 3rd ELA	Monday	1st3rd5th	9/17/2018 - 5/15/2019	2:00 PM - 3:00 PM	3
0121 2nd ELA	Monday	1st3rd5th	9/17/2018 - 5/15/2019	2:00 PM - 3:00 PM	2
0121 1st ELA	Monday	1st3rd5th	9/17/2018 - 5/15/2019	2:00 PM - 3:00 PM	1
0121 K ELA	Monday	1st3rd5th	9/17/2018 - 5/15/2019	2:00 PM - 3:00 PM	Pre K, K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	73	30.10	1.40	0.00	38.40	6.80
01	86	30.20	1.20	0.00	47.70	16.30
02	81	27.20	1.20	0.00	29.60	7.40
03	90	16.70	1.10	0.00	26.70	7.80
04	76	22.40	1.30	0.00	39.50	3.90
05	77	19.50	1.30	0.00	33.80	10.40

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

Hollywood Central Elementary incorporates Broward County Public Schools Identification/Intervention Decision Tree and Mathematics Interventions Quick Reference Chart which demonstrate how assessment data from progress monitoring and other forms of identification will be used at the school level to determine specific reading instructional needs and interventions for students. This chart is Hollywood Central's guide in identifying students who have deficits in areas in reading or math. The appropriate grade level identification/intervention

decision tree chart (DT-1-Elementary K-5) is commonly used through grades K-5. The Intervention Tree Chart demonstrates how the assessment data from the progress monitoring and other forms of identification will be used to determine specific reading instructional needs and interventions for the teachers. The Mathematics Interventions Quick Reference Chart references frequently used interventions used in Broward County Public Schools to determine which interventions are appropriate to use for students who are placed in either Tier 2 or Tier 3. In addition, at the beginning of the year, all classroom teachers are given an in-house Professional Development Training on how to identify early warning indicators with their students using a variety of assessments which helps to document intervention strategies used with the students that either provides positive or negative student academic results.

The intervention strategies Hollywood Central Elementary will utilize to improve the academic performance of students identified by the early warning system is make sure the students are appropriately identified accurately by following the MTSS/RTI process. This process makes sure each student that attends Hollywood Central is given opportunities to succeed by determining which tier of support is needed. Students will be given frequent progress monitoring assessments in ELA/Math where the progress monitoring assessments will determine if the student(s) needs to place on a PMP for ELA or Math (Progress Monitoring Plan). Once the student(s) are identified, Hollywood Central encourages all classroom teachers to initiate effective Tier 1 Strategies, collaborate with peers, and implement appropriate Tier 2 or Tier 3 interventions in order to close the student's academic deficiency gap in either ELA or Math. All classroom teachers will use ELA and/or Math Interventions aligned to Broward County Public Schools "Struggling Reader's and Struggling Math Chart". This chart will assist classroom teachers and support staff to make sure the correct intervention(s) is aligned to the students' area of deficiency.

Intervention(s) for ELA

Literacy Tool Kit- Comprehensive set of teaching tools to help differentiate literacy and language instruction for all students.

Reading Tool Kit- Intervention kit used for students that will support students who have reading gaps. The kit provides intervention support for the five critical areas in order to reteach skills.

Write In Reader- Extra support for reading intervention

Elements of Vocabulary- A targeted intervention program, which builds oral vocabulary development that is essential for future reading proficiency.

Wilson Foundations- Multi-sensory, structured research-based program that focuses on strategies that assists with comprehensive reading, spelling, and handwriting.

Leveled Literacy Intervention (LLI)- Small group intervention series developed to help lowest achieving students to become grade level readers

iReady- Adaptive, diagnostic program that provides rigorous instruction to boost student achievement in ELA/Math.

Intervention(s) for Math

Houghton Mifflin Harcourt GO Math! (Grades K-5)

Reteach, Enrich, Strategic Interventions, Intensive Interventions, Animated Math, Real World Videos, Soar to Success, Interactive Whiteboard Lessons

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Membership-2018_2019.pdf	October	Developed	10/29/2018
SAF-TEMPLATE-2018-2019.docx	October	Monitored	10/26/2018
SAC-ByLaws-18-19.pdf	October	SAC ByLaws	10/19/2018
SAC-SAF-Sept-Meeting-Minutes-2018.pdf	October	SAC ByLaws	10/17/2018
SAC-Sign-In-Sheets-Sept-2018.pdf	October	SAC ByLaws	10/17/2018
SAC-Sign-In-Sheets-Sept-2018.pdf	October	SAC ByLaws	10/17/2018
SAC-SEPT-AGENDA-2018.doc	October	SAC ByLaws	10/17/2018
SAF-Agenda-SEPT-2018.doc	October	SAF ByLaws	10/17/2018
SAF-SAC-Meeting-Dates.doc	October	None	10/17/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	332	150 of 210	1	115	230

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?

HCE's Florida Standards Assessment results shows 41% of the third grade students are proficient, 39% of the fourth graders are proficient, and 39% of the fifth grade students are proficient in the English Language Arts standards. In math, 54% of third grade are proficient, 33% for the fourth graders, and 46% of the fifth graders are proficient in the Math Florida Standards. By analyzing the most recent FSA data, the content area that will be our focus for improving student achievement for the 2018-2019 school year is English Language Arts (ELA). In order to make our students college and career ready, placing the focus on the English Language Arts Standards will not only prepare our students for the future but it will also assist our students into becoming critical thinkers and readers which is a lifelong skill.

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

The BEST Practice Hollywood Central will use to scale-up to improve teaching and learning in order to increase performance within the SES Band is Best Practice : An Embedded High Quality RTI Process. The goal or purpose of this best practice is use student academic and/or behavior information to better identify students with learning or behavior needs in order to give students the necessary supportive interventions that will maximize their full potential and learning.

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

The BEST Practice Hollywood Central will use to scale-up to improve teaching and learning in order to increase performance within the SES Band is Best Practice : An Embedded High Quality RTI Process. This BEST Practice will be scaled up by following a Comprehensive MTSS/RTI/CPST Action Plan that focuses on making the MTSS/RTI/CPST process better by making sure all classroom teachers understand the logistics of the MTSS Framework, the purpose of the framework, how the framework will be utilized at Hollywood Central, and creating a RTI/MTSS Stakeholders Quarterly Survey to ensure the process is working effectively.

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

Hollywood Central Elementary specific school-level progress monitoring data is collected at the district and school level through the BASIS 3.0 Data System in order to track student's progress toward the district goals. At the elementary level, the computer adaptive STAR Early Literacy assessment is administered to all kindergarten students to identify early literacy skills during the first 30 instructional school days. This data is automatically uploaded in the Progress Monitoring and Reporting Network (PMRN) where it is used as baseline data to inform early literacy strengths and weaknesses. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print assessments quarterly for additional literacy progress monitoring.

In addition, classroom teachers also administer the Benchmark Assessment System (BAS) to diagnose and monitor students' progress towards meeting grade level reading proficiency in grades K-3 and for struggling readers (scoring a level 1 or 2 on FSA) in grades 4-5. Classroom teachers in grades K-5 administer the Benchmark Assessment System (BAS) to determine the students' independent, instructional, and frustration reading levels where the data is inputted into BASIS 3.0 three (3) assessment periods per year.

Moreover, English Language Learners (ELL) participate in the same progress monitoring assessments in grades K-12. The Idea Proficiency Test (IPT) is administered to ELL's to monitor English Language proficiency. The English Language Learner (ELL) data is transferred to a software platform system called ELlevation. This assessment is administered to ELL students quarterly.

Students with disabilities also participate in the same progress monitoring assessments as their peers in grades K-12.

Students who have significant cognitive disabilities also participate in Access Points aligned to grade-level Florida Standards. The students' progress is measured through curriculum-based assessments. This data is updated into EasyIEP and communicated to parents thoroughly.

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

Hollywood Central Elementary ensures the fidelity of students not progressing towards the school and district goals by conducting weekly informal or formal classroom observations to ensure classroom instruction is fully aligned to the Florida Standards. The Strategic Initiative Management (SIMs) document is a rubric and a tool used to effectively increase the development of high-quality lessons and units of study that is aligned to the Florida Standards. As administration and the Leadership Team collects observational data, the goal of this data is to identify which classroom teachers would benefit from attending professional development courses in order to support high-quality instruction that will lead to an increase of effective best practices and student academic achievement.

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)?

Hollywood Central Elementary 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 incorporating the Broward County's District Literacy Field Guide for educators to use the Universal Design for Learning (UDL) for instructional planning and delivery to increase meaningful access and reduce barriers to learning for all students with a variety of learning needs or learning styles. To support the UDL Principle, Hollywood Central ensures classroom teachers have access to online academic databases

such as Atomic Learning that incorporates universal design principals into instruction and lesson plans. Hollywood Central also ensures core and supplemental resources meets universal design principles that provides three important components: multiple means of action and expression, multiple means of presentation and usability, and multiple means of engagement.

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

Hollywood Central will ensure classroom instruction is aligned to Tier 1 Standards-Based classroom instruction aligned to grade-level Florida Standards and the evidence that will be collected to ensure that classroom instruction is aligned to grade-level standards is to constantly engage students in learning as the centerpiece of the framework for teaching, in addition to, all of the other components by scaffolding higher levels of student understanding. Engagement refers to whether the teacher asks the students to complete a rigorous task that promotes deeper levels of understanding. During classroom walkthroughs, administrators will look for teachers who identify or model how to use certain critical thinking strategies, teachers who incorporate multiple strategies that are engaging to students while also providing assignments that are relevant and engaging to students' interests.

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?

In addition to using texts from core, supplemental, and intervention programs, Hollywood Central will ensure students have access to informational text for each content area in a variety of mediums by organizing a Scholastic Reading Leveled Library also including Journeys, HMH so that teachers can select appropriate leveled text for students to read in small guided groups. When selecting books, teachers must consider the following information: the selection must be on the students' instructional level, the selection must be interesting to the student, and the selection must fit within the students' reading teaching targets.

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

Hollywood Central Elementary implements Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills by implementing different weekly activities to help engage the students in order to create connectedness. The Sandy Hook Promise, a youth violence prevention program created an activity titled, "Start with HELLO". During a faculty meeting at the beginning of the year, HCE's School Counselor presented the program to the staff where she provided quick engaging activities to help students who may feel alone, anxious, uncomfortable around others, or purposely left out by others either digitally or indirectly. During morning and afternoon announcements, the School Counselor and administration engages the students with "Questions of the Day" or "Positive Students Shoutouts" where the students are beginning to build a connected and inclusive school 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?

Hollywood Central incorporates the five competencies of the Social Emotional Learning (SEL) explicitly taught and/or integrated school-wide and in the classroom by incorporating: Self-management, Self-awareness, Decision-making, Relationship Skills, and Social Awareness on a continuous basis. The five competencies are incorporated through the district's SEL Curriculum, Anti-Bullying Programs, Classroom Meetings or Student Mediation Meetings, Character Education Student of the Month Program, and the Start with Hello Program. The five competencies are incorporated by involving the students through morning and afternoon announcements, Social Emotional Learning School- Wide Bulletin Boards, and Start with Hello Icebreaker Activities weekly activities implemented within the classroom and school environment.

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

Hollywood Central school-wide policy and practices support the social emotional learning for students by following the School Counselor's Guidance Plan where she implements monthly social emotional learning strategies and programs for students and staff. The School Counselor's Guidance Plan implements the five competencies that is incorporated through the district's SEL Curriculum, Anti-Bullying Programs, Classroom Meetings or Student Mediation Meetings, Character Education Student of the Month Program, Listener Program, and the Start with Hello Program. The five competencies are also incorporated by involving the students through morning and afternoon announcements, Social Emotional Learning School- Wide Bulletin Boards, and Start with Hello Icebreaker Activities weekly activities implemented within the classroom and school environment.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
After each academic quarter, the MTSS/RTI Team will administer MTSS/RTI Surveys to instructional staff to make sure the MTSS Framework and Processes are followed appropriately	Lisa P. Eutsey, Adrienne Sears, Lisa Labruto	5/29/2019	RTI Part A/Part B/BASIS 3.0 Overview and Refresher Training for Classroom Teachers	\$28,151.00
Aligning Hollywood Central's Parent Resource Center (PARC) to the district's FACE Plan where parents are invited to take resources that would benefit the student and parent	Kelly Heverly	5/29/2019	District's Cadre School Improvement Quarterly Training	\$28,151.00
Instructional Staff will complete a Data Carousel Activity where the teachers are identifying strengths and weaknesses based on historical trend data and how this aligns with our 54% target goal	Lisa P. Eutsey	10/15/2018	PLC Beginning of the Year Overview and Refresher	\$28,151.00

Strategies	Persons responsible	Deadline	Professional Development	Budget
Professional Development that best aligns to BEST Practice #2: Embedded High Quality RTi Process/Providing High Quality Instruction that supports all students	Lisa P. Eutsey, Adrienne Sears, Lisa Labruto	10/19/2018	Balanced Literacy Training, Small Guided Reading Groups, DBQ, Foundational Progressions in Literacy, Differentiated Literacy centers	\$28,151.00

School Improvement Plan (SIP)

School Name Hollywood Central ES (0121)

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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0121 3rd ELA	Monday	1st3rd5th	9/17/2018 - 5/15/2019	2:00 PM - 3:00 PM	3
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0121 1st ELA	Monday	1st3rd5th	9/17/2018 - 5/15/2019	2:00 PM - 3:00 PM	1
0121 K ELA	Monday	1st3rd5th	9/17/2018 - 5/15/2019	2:00 PM - 3:00 PM	Pre K, K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
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Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

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Intervention(s) for ELA

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Reading Tool Kit- Intervention kit used for students that will support students who have reading gaps. The kit provides intervention support for the five critical areas in order to reteach skills.

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Intervention(s) for Math

Houghton Mifflin Harcourt GO Math! (Grades K-5)

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BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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Accreditation Standard	Overall Rating
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Using Results for Continuous Improvement	
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

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SAC-SAF-Sept-Meeting-Minutes-2018.pdf	October	SAC ByLaws	10/17/2018
SAC-Sign-In-Sheets-Sept-2018.pdf	October	SAC ByLaws	10/17/2018
SAC-Sign-In-Sheets-Sept-2018.pdf	October	SAC ByLaws	10/17/2018
SAC-SEPT-AGENDA-2018.doc	October	SAC ByLaws	10/17/2018
SAF-Agenda-SEPT-2018.doc	October	SAF ByLaws	10/17/2018
SAF-SAC-Meeting-Dates.doc	October	None	10/17/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

HCE's Florida Standards Assessment results shows 41% of the third grade students are proficient, 39% of the fourth graders are proficient, and 39% of the fifth grade students are proficient in the English Language Arts standards. In math, 54% of third grade are proficient, 33% for the fourth graders, and 46% of the fifth graders are proficient in the Math Florida Standards. By analyzing the most recent FSA data, the content area that will be our focus for improving student achievement for the 2018-2019 school year is English Language Arts (ELA). In order to make our students college and career ready, placing the focus on the English Language Arts Standards will not only prepare our students for the future but it will also assist our students into becoming critical thinkers and readers which is a lifelong skill.

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

The BEST Practice Hollywood Central will use to scale-up to improve teaching and learning in order to increase performance within the SES Band is Best Practice : An Embedded High Quality RTI Process. The goal or purpose of this best practice is use student academic and/or behavior information to better identify students with learning or behavior needs in order to give students the necessary supportive interventions that will maximize their full potential and learning.

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

The BEST Practice Hollywood Central will use to scale-up to improve teaching and learning in order to increase performance within the SES Band is Best Practice : An Embedded High Quality RTI Process. This BEST Practice will be scaled up by following a Comprehensive MTSS/RTI/CPST Action Plan that focuses on making the MTSS/RTI/CPST process better by making sure all classroom teachers understand the logistics of the MTSS Framework, the purpose of the framework, how the framework will be utilized at Hollywood Central, and creating a RTI/MTSS Stakeholders Quarterly Survey to ensure the process is working effectively.

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

Hollywood Central Elementary specific school-level progress monitoring data is collected at the district and school level through the BASIS 3.0 Data System in order to track student's progress toward the district goals. At the elementary level, the computer adaptive STAR Early Literacy assessment is administered to all kindergarten students to identify early literacy skills during the first 30 instructional school days. This data is automatically uploaded in the Progress Monitoring and Reporting Network (PMRN) where it is used as baseline data to inform early literacy strengths and weaknesses. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print assessments quarterly for additional literacy progress monitoring.

In addition, classroom teachers also administer the Benchmark Assessment System (BAS) to diagnose and monitor students' progress towards meeting grade level reading proficiency in grades K-3 and for struggling readers (scoring a level 1 or 2 on FSA) in grades 4-5. Classroom teachers in grades K-5 administer the Benchmark Assessment System (BAS) to determine the students' independent, instructional, and frustration reading levels where the data is inputted into BASIS 3.0 three (3) assessment periods per year.

Moreover, English Language Learners (ELL) participate in the same progress monitoring assessments in grades K-12. The Idea Proficiency Test (IPT) is administered to ELL's to monitor English Language proficiency. The English Language Learner (ELL) data is transferred to a software platform system called ELlevation. This assessment is administered to ELL students quarterly.

Students with disabilities also participate in the same progress monitoring assessments as their peers in grades K-12.

Students who have significant cognitive disabilities also participate in Access Points aligned to grade-level Florida Standards. The students' progress is measured through curriculum-based assessments. This data is updated into EasyIEP and communicated to parents thoroughly.

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

Hollywood Central Elementary ensures the fidelity of students not progressing towards the school and district goals by conducting weekly informal or formal classroom observations to ensure classroom instruction is fully aligned to the Florida Standards. The Strategic Initiative Management (SIMs) document is a rubric and a tool used to effectively increase the development of high-quality lessons and units of study that is aligned to the Florida Standards. As administration and the Leadership Team collects observational data, the goal of this data is to identify which classroom teachers would benefit from attending professional development courses in order to support high-quality instruction that will lead to an increase of effective best practices and student academic achievement.

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)?

Hollywood Central Elementary 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 incorporating the Broward County's District Literacy Field Guide for educators to use the Universal Design for Learning (UDL) for instructional planning and delivery to increase meaningful access and reduce barriers to learning for all students with a variety of learning needs or learning styles. To support the UDL Principle, Hollywood Central ensures classroom teachers have access to online academic databases

such as Atomic Learning that incorporates universal design principals into instruction and lesson plans. Hollywood Central also ensures core and supplemental resources meets universal design principles that provides three important components: multiple means of action and expression, multiple means of presentation and usability, and multiple means of engagement.

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

Hollywood Central will ensure classroom instruction is aligned to Tier 1 Standards-Based classroom instruction aligned to grade-level Florida Standards and the evidence that will be collected to ensure that classroom instruction is aligned to grade-level standards is to constantly engage students in learning as the centerpiece of the framework for teaching, in addition to, all of the other components by scaffolding higher levels of student understanding. Engagement refers to whether the teacher asks the students to complete a rigorous task that promotes deeper levels of understanding. During classroom walkthroughs, administrators will look for teachers who identify or model how to use certain critical thinking strategies, teachers who incorporate multiple strategies that are engaging to students while also providing assignments that are relevant and engaging to students' interests.

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?

In addition to using texts from core, supplemental, and intervention programs, Hollywood Central will ensure students have access to informational text for each content area in a variety of mediums by organizing a Scholastic Reading Leveled Library also including Journeys, HMH so that teachers can select appropriate leveled text for students to read in small guided groups. When selecting books, teachers must consider the following information: the selection must be on the students' instructional level, the selection must be interesting to the student, and the selection must fit within the students' reading teaching targets.

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

Hollywood Central Elementary implements Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills by implementing different weekly activities to help engage the students in order to create connectedness. The Sandy Hook Promise, a youth violence prevention program created an activity titled, "Start with HELLO". During a faculty meeting at the beginning of the year, HCE's School Counselor presented the program to the staff where she provided quick engaging activities to help students who may feel alone, anxious, uncomfortable around others, or purposely left out by others either digitally or indirectly. During morning and afternoon announcements, the School Counselor and administration engages the students with "Questions of the Day" or "Positive Students Shoutouts" where the students are beginning to build a connected and inclusive school 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?

Hollywood Central incorporates the five competencies of the Social Emotional Learning (SEL) explicitly taught and/or integrated school-wide and in the classroom by incorporating: Self-management, Self-awareness, Decision-making, Relationship Skills, and Social Awareness on a continuous basis. The five competencies are incorporated through the district's SEL Curriculum, Anti-Bullying Programs, Classroom Meetings or Student Mediation Meetings, Character Education Student of the Month Program, and the Start with Hello Program. The five competencies are incorporated by involving the students through morning and afternoon announcements, Social Emotional Learning School- Wide Bulletin Boards, and Start with Hello Icebreaker Activities weekly activities implemented within the classroom and school environment.

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

Hollywood Central school-wide policy and practices support the social emotional learning for students by following the School Counselor's Guidance Plan where she implements monthly social emotional learning strategies and programs for students and staff. The School Counselor's Guidance Plan implements the five competencies that is incorporated through the district's SEL Curriculum, Anti-Bullying Programs, Classroom Meetings or Student Mediation Meetings, Character Education Student of the Month Program, Listener Program, and the Start with Hello Program. The five competencies are also incorporated by involving the students through morning and afternoon announcements, Social Emotional Learning School- Wide Bulletin Boards, and Start with Hello Icebreaker Activities weekly activities implemented within the classroom and school environment.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
After each academic quarter, the MTSS/RTI Team will administer MTSS/RTI Surveys to instructional staff to make sure the MTSS Framework and Processes are followed appropriately	Lisa P. Eutsey, Adrienne Sears, Lisa Labruto	5/29/2019	RTI Part A/Part B/BASIS 3.0 Overview and Refresher Training for Classroom Teachers	\$28,151.00
Aligning Hollywood Central's Parent Resource Center (PARC) to the district's FACE Plan where parents are invited to take resources that would benefit the student and parent	Kelly Heverly	5/29/2019	District's Cadre School Improvement Quarterly Training	\$28,151.00
Instructional Staff will complete a Data Carousel Activity where the teachers are identifying strengths and weaknesses based on historical trend data and how this aligns with our 54% target goal	Lisa P. Eutsey	10/15/2018	PLC Beginning of the Year Overview and Refresher	\$28,151.00

Strategies	Persons responsible	Deadline	Professional Development	Budget
Professional Development that best aligns to BEST Practice #2: Embedded High Quality RTi Process/Providing High Quality Instruction that supports all students	Lisa P. Eutsey, Adrienne Sears, Lisa Labruto	10/19/2018	Balanced Literacy Training, Small Guided Reading Groups, DBQ, Foundational Progressions in Literacy, Differentiated Literacy centers	\$28,151.00

School Improvement Plan (SIP)

School Name Hollywood Hills ES (0111)

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
Classroom Management	Friday	3rd	9/14/2018 - 5/10/2019	2:30 PM - 3:00 PM	1, 3, 4, 5
Recordex	Wednesday	3rd	9/19/2018 - 5/15/2019	2:30 PM - 3:00 PM	K, 1, 2, 3, 4, 5
5 PLC	Tuesday	2nd	9/11/2018 - 5/14/2019	2:30 PM - 3:00 PM	5
4 PLC	Monday	3rd	9/10/2018 - 5/6/2019	2:30 PM - 3:00 PM	4
2 PLC	Wednesday	2nd	9/12/2018 - 5/8/2019	2:30 PM - 3:00 PM	2
3 PLC	Wednesday Thursday	2nd	9/13/2018 - 5/9/2019	2:30 PM - 3:00 PM	3
1 PLC	Tuesday	1st	9/4/2018 - 5/7/2019	2:30 PM - 3:00 PM	1

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
K PLC	Monday	1st	10/1/2018 - 5/6/2019	2:30 PM - 3:00 PM	K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	144	16.00	0.00	0.00	13.20	5.60
01	142	10.60	0.70	0.00	12.70	2.10
02	152	10.50	0.00	0.00	12.50	1.30
03	131	8.40	2.30	0.00	8.40	1.50

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
04	141	8.50	0.70	0.00	19.90	3.50
05	123	4.10	0.00	0.00	8.90	0.80

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

Hollywood Hills Elementary utilizes numerous assessment data to identify students in need of intervention strategies. The teachers assess reading levels using the Benchmark Assessment System at least three times per year. In addition, math levels are assessed using the Go Math pre-requisite test and Chapter tests. Teachers also collect data from the I-ready diagnostic in math and reading three times per year. Kindergarten students are assessed on letter names, letter sounds, and concepts of print.

Students performing below grade level are placed on a progress monitoring plan. If students are still performing below grade level, they are referred to the RTI process and research-based interventions are put in place based on student's needs. Reading intervention programs include LLI, Rode to the Code, Wilson, Soar to Success, and Foundations. Math intervention programs include Touchmath and Go Math Re-teach. Student's progress is monitored to track progress and revise interventions, if necessary.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday Wednesday Thursday	1st, 2nd, 3rd, 4th, 5th	8/22/2018 - 5/29/2019	8:00 AM - 3:00 PM
Tuesday	1st, 3rd	9/4/2018 - 5/28/2019	9:00 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-agenda-091818-.docx	October	SAC ByLaws	10/30/2018
SAC-agenda-091818-.docx	October	A+ Funds	10/30/2018
SAF--102318-sign-in.pdf	October	None	10/30/2018
SAC--102318-sign-in.pdf	October	Monitored	10/30/2018
SAC--signatures-A-plus-vote.pdf	October	A+ Funds	10/29/2018
SAC--school-rec.-funds-vote.pdf	October	A+ Funds	10/29/2018
SACminutes91818.docx	October	SAC ByLaws	10/24/2018
SACminutes91818.docx	October	A+ Funds	10/24/2018
SAF-minutes-102318.docx	October	None	10/23/2018
SAF-agenda-102318.docx	October	SAF ByLaws	10/23/2018
SAC-agenda-102318-.docx	October	Monitored	10/23/2018
SAC-composition-report.pdf	October	None	10/22/2018
SACsign-insheets9-18.pdf	October	A+ Funds	10/19/2018
SAF-meeting-dates18-19.docx	October	None	10/18/2018
SAC-meeting-dates18-19.docx	October	None	10/18/2018
SAF-Bylaws-2018-19.docx	October	SAF ByLaws	10/10/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC-ByLaws.html	October	SAC ByLaws	10/10/2018
SACsign-insheets9-18.pdf	September	SAC ByLaws	9/21/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
6	444	43 of 118	1	63	126

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?

Hollywood Hills Elementary will focus on improving math and reading scores for the lowest quartile students. Students in the lowest quartile are underperforming in these areas compared to their peers who are not in the lowest quartile.

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

The school will focus on BEST practice 2 (Response to Intervention) to increase performance within the SES Band.

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

The literacy coach will train teachers on the use of research-based intervention programs in math and reading. The RTI process, progress monitoring, will be monitored by the literacy coach to ensure fidelity of implementation. Interventions will be adjusted, as necessary, based on data.

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

The school conducts Benchmark Assessment System evaluations at least three times per year. The I ready diagnostic is also given three times per year. Kindergarten assesses students on letter names, letter sounds, and concepts of print, throughout the year. Teachers use both summative and formative assessments throughout the year to determine student mastery.

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

The leadership team oversees the RTI process to monitor progress monitoring of students. If students are not making progress, the RTI team meets to evaluate the plan and adapt interventions as necessary. Teachers collect data for evidence of student progress.

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

The school ensures that all classroom is accessible to the full range of learners using UDL by monitoring teacher's lesson plans, classroom walk-throughs, and encouraging professional development opportunities.

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

The literacy coach offers strategies to incorporate a balanced literacy approach into classrooms. The literacy coach models effective strategies such as read aloud activities for each grade level. Teachers' lesson plans are monitored to ensure the needs of all students are being met.

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 uses the Journeys reading, Go Math, and Stemsscopes for science at all grade levels for core instruction. All grade levels use research-based intervention programs such as Road to the Code, Foundations, Wilsons or LLI for reading interventions. Go Math re-teach is used for math interventions. The school media center offers a variety of texts available for students and teachers to check out, as well as texts that can be accessed online. The school also provides classroom teachers with Time for Kids or Scholastic magazine subscriptions.

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

The guidance counselor will provide training for teachers in LEAPS, SEL competencies, and Sanford Harmony. The guidance counselor introduced the Sandy Hook Promise program to staff and students. The school recognizes Kids of Character monthly based on positive behavior traits. A classroom management PLC is available for teachers to join with instruction in strategies from Conscious Discipline, Responsive Classroom, and CHAMPS.

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

The school will use the following programs to teach the five SEL competencies:

- LEAPS
- Kids of Character
- CHAMPS
- Conscious Discipline strategies
- Sanford Harmony resources

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

The school recognizes Kids of Character monthly based on positive behavior traits. The school also participated in the Sandy Hook Promise program. The LEAPS program will be introduced to teachers for use in their classrooms.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
The literacy coach will provide training on the intervention programs and monitoring process.	Instructional Coach	5/6/2019	The literacy coach will provide training on the intervention programs and monitoring methods.	None

School Improvement Plan (SIP)

School Name Liberty ES (3821)

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
PLCs	Tuesday Thursday		9/4/2018 - 5/30/2019	7:30 AM - 8:30 AM	Pre K, K, 1, 2, 3, 4, 5
Curriculum Chats	Tuesday	1st2nd3rd4th	9/4/2018 - 5/2/2019	8:30 AM - 2:30 PM	

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	151	19.90	0.00	0.00	35.80	9.90
01	163	18.40	2.50	0.00	28.80	9.80
02	166	19.90	1.20	0.00	19.30	5.40
03	197	20.80	0.50	0.00	26.90	7.10
04	174	14.90	1.10	0.00	22.40	6.90
05	162	19.80	0.00	0.00	34.60	7.40

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

BiWeekly grade level curriculum chats

Data chats- monthly, quarterly that include Reading/Math/Science coaches

RTI- weekly

Ongoing professional development

Intervention programs utilized in ELA are Foundations, Literacy Toolkit, Write-in Reader, LLI, Journey's Skills and Strategies lessons, Road to Reading, Super QAR, i-Ready teacher directed lessons, double and triple dose small group instruction, differentiated centers, i-Ready, GIZMO's ELO tutoring (Extended Learning Opportunity), School City.

Intervention programs utilized in Math are Go Math Reteach, Strategic and Intensive Interventions, Soar to Success, iTools, Think Central, Grab-N-Go Kits, Reflex, iReady, Mountain Math, Ten Marks, iReady teacher directed mini lessons, CPALMS, Manipulatives, and ELO tutoring.

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
Tuesday	1st, 2nd, 3rd	9/25/2018 - 5/28/2019	8:30 AM - 2:30 PM
Tuesday	1st	-	8:30 AM - 2:30 PM
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/4/2018 - 5/28/2019	8:30 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	362	101 of 210	-362	100	200

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?

Although both reading and math proficiency levels have been on the increase since 2016, math proficiency rates for students in the 5th grade have declined. Trends indicate that students who were proficient in 4th grade and not retaining their proficiency rates once they test in 5th grade.

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

Tier 1 instruction and utilizing data to improve instruction will be scaled-up to increase performance,

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

Reading, math, and science teachers will increase the amount of times spent in classrooms modeling lessons for teachers.

PLC's/Curriculum chats will be held in a common gathering place to increase fidelity.

More focused PD will be incorporated. Increased alignment of instructional content to the Florida Standards

Increased STEM Magnet grant implementation

RTI & Tier I-II-III interventions

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

Reading, writing, math, and science student achievement data is collected and reviewed monthly. This includes reteaching and reassessing. Students in the lowest 30 quartile are also being monitored monthly. School City and iReady data are being closely monitored.

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

Teachers participate in quarterly data chats with administration and coaches. RTI sessions are conducted weekly and are being attended by the math and reading coaches. Fidelity of interventions are being monitored.

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 techniques and strategies afford student opportunities for engagement, representation and expression

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

In addition to administrative walkthroughs, coaches are conducting classroom walkthroughs as well. Feedback is focused and specific. Data will also be an indicator.

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?

Students have access to informational text through a variety of leveled text in their classroom libraries. Students receive additional access to informational text across all content areas through teacher utilization of the leveled book resource room. Integrated learning systems such as i Ready, Smarty Antz, GIZMO's afford students the opportunity to be exposed to informational text. Students also have access to district resources from the Social Studies and ELA departments that were received this school year.

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

All teachers/grade levels received SEL kits and are conducting Tier 1 instruction and activities. The guidance counselor is assisting teachers with facilitating lessons. The School Psychologist has also implemented the "Riding the Waves" programs which assists students identifying and dealing with their emotions.

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

Competencies are taught whole and small group in conjunction with the classroom teacher, guidance counselor, school psychologist, and resource officer.

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

SEL lesson implementation is a expectation in lesson planning. Latinos in Action is also another mentoring component for ELL students. This will work in conjunction with the school wide PBIP

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
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School Improvement Plan (SIP)

School Name Liberty ES (3821)

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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03	197	20.80	0.50	0.00	26.90	7.10
04	174	14.90	1.10	0.00	22.40	6.90
05	162	19.80	0.00	0.00	34.60	7.40

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

BiWeekly grade level curriculum chats
 Data chats- monthly, quarterly that include Reading/Math/Science coaches
 RTI- weekly
 Ongoing professional development
 Intervention programs utilized in ELA are Foundations, Literacy Toolkit, Write-in Reader, LLI, Journey's Skills and Strategies lessons, Road to Reading, Super QAR, i-Ready teacher directed lessons, double and triple dose small group instruction, differentiated centers, i-Ready, GIZMO's ELO tutoring (Extended Learning Opportunity), School City.
 Intervention programs utilized in Math are Go Math Reteach, Strategic and Intensive Interventions, Soar to Success, iTools, Think Central, Grab-N-Go Kits, Reflex, iReady, Mountain Math, Ten Marks, iReady teacher directed mini lessons, CPALMS, Manipulatives, and ELO tutoring.

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
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Tuesday	1st	-	8:30 AM - 2:30 PM
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/4/2018 - 5/28/2019	8:30 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	362	101 of 210	-362	100	200

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?

Although both reading and math proficiency levels have been on the increase since 2016, math proficiency rates for students in the 5th grade have declined. Trends indicate that students who were proficient in 4th grade and not retaining their proficiency rates once they test in 5th grade.

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

Tier 1 instruction and utilizing data to improve instruction will be scaled-up to increase performance,

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

Reading, math, and science teachers will increase the amount of times spent in classrooms modeling lessons for teachers.

PLC's/Curriculum chats will be held in a common gathering place to increase fidelity.

More focused PD will be incorporated. Increased alignment of instructional content to the Florida Standards

Increased STEM Magnet grant implementation

RTI & Tier I-II-III interventions

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

Reading, writing, math, and science student achievement data is collected and reviewed monthly. This includes reteaching and reassessing. Students in the lowest 30 quartile are also being monitored monthly. School City and iReady data are being closely monitored.

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

Teachers participate in quarterly data chats with administration and coaches. RTI sessions are conducted weekly and are being attended by the math and reading coaches. Fidelity of interventions are being monitored.

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 techniques and strategies afford student opportunities for engagement, representation and expression

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

In addition to administrative walkthroughs, coaches are conducting classroom walkthroughs as well. Feedback is focused and specific. Data will also be an indicator.

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?

Students have access to informational text through a variety of leveled text in their classroom libraries. Students receive additional access to informational text across all content areas through teacher utilization of the leveled book resource room. Integrated learning systems such as i Ready, Smarty Antz, GIZMO's afford students the opportunity to be exposed to informational text. Students also have access to district resources from the Social Studies and ELA departments that were received this school year.

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

All teachers/grade levels received SEL kits and are conducting Tier 1 instruction and activities. The guidance counselor is assisting teachers with facilitating lessons. The School Psychologist has also implemented the "Riding the Waves" programs which assists students identifying and dealing with their emotions.

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

Competencies are taught whole and small group in conjunction with the classroom teacher, guidance counselor, school psychologist, and resource officer.

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

SEL lesson implementation is a expectation in lesson planning. Latinos in Action is also another mentoring component for ELL students. This will work in conjunction with the school wide PBIP

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
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School Improvement Plan (SIP)

School Name Margate ES (1161)

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
Lesson Study Review/Data Analysis	Thursday	1st2nd3rd4th5th	9/3/2018 - 5/27/2019	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	163	17.80	0.00	0.00	22.70	6.10
01	171	14.00	0.60	0.00	17.00	2.90
02	154	7.10	1.30	0.00	16.20	1.90
03	173	14.50	0.00	0.00	26.00	4.60
04	153	14.40	0.00	0.00	24.80	2.60
05	189	15.90	1.10	0.00	28.00	5.80

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

- 1) We collect formative assessment data as well as a weekly I-Ready report.
- 2) We use the core textbooks as a resource: Journeys, Go Math and Science. The standards drive our instruction. Teachers use leveled materials for reading in small guided reading groups. The Guided Leveled readers as well as the Nonfiction Guided Cards are used in small groups. The leveled Social Studies materials are used. We use Leveled Literacy Intervention as our primary intervention. We also use other research based intervention programs such as: Phonics for Reading, Foundations, Dr. Haggerty's, Seeing Stars, Quick Reads, Moving with Math and the I-ready Lesson plans.
- 3) We have target our lowest 25th percentile and identified them in a "visual" pocket chart hanging in our data room. These students will be monitored closely to see if they are moving towards learning gains. Students will receive a color code. Once they move to the next level, their color will change.
- 4) Margate Elementary is a School for All. We teach each child as an individual. We have students monitoring their own progress with their SWAG (Students With Academic Goals) folder. Teachers have weekly conversations with the students regarding their learning and progress towards their goals. Administration and support staff have quarterly SWAG conversations with students and the academic success. This year we are implementing an Response to Intervention half hour. Students in grades 1st-5th will spend 20 minutes in "Turbo Time" groups. Students are grouped according to

their levels. Our students above level will be participating in STEM/ enrichment lessons/activities. Students meeting criteria will continue to have lessons and instruction geared to pushing them to become more proficient. Then our most at risk students are meeting with other support staff to receive intensive remediation at their level.

Any students that are not progressing to the district goals are identified and brought to the Collaborative Problem Solving Team. At this time, interventions are discussed and closely monitored. The team reconvenes after 6 weeks and discusses whether the student is progressing towards the goal with the interventions being implemented. If the response is positive the team decides to continue with interventions as designed. If the response is questionable, the team then decides next steps. This follows the county's MTSS plan.

In addition, we have Professional Learning Communities centered around the Universal Design for Learning principles. Teachers have read articles from the CAST website.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	9/13/2018 - 5/16/2019	7:30 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Committee-MembershipMargateES.pdf	November	SAC ByLaws	11/2/2018
SAF-September-Sigh-in-2018.pdf	October	SAF ByLaws	10/18/2018
SAF-September-2018.pdf	October	SAF ByLaws	10/18/2018
SAC-dates-.pdf	October	None	10/18/2018
SAF-dates.pdf	October	None	10/18/2018
SAC-October-2018.pdf	October	SAC ByLaws	10/18/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC-September-Sign-in.pdf	September	Developed	9/17/2018
SAC-September-2018.pdf	September	Developed	9/17/2018
SAC-By-Laws-2018-2019-.pdf	October	SAC ByLaws	9/14/2018
SAF-Bylaw-Margate-Elementary2018.pdf	October	SAF 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
4	360	98 of 156	1	101	202

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?

In 2018-2019, our school will be focusing on the achievement of our students in the area of literacy through the use of the Benchmark Assessment System to guide our small group Guided Reading instruction. Our school has demonstrated a continual increase in success in mathematics. However, we plan to target our lowest

25% in math. Our most recent FSA data indicates that we have scored significantly below the achievement for our students in regards to literacy. We did see our Science scores increase 5 points after a loss of 10 points the previous year. We want to see more improvement in the area of Science.

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

The current best practice being scaled up is the continuation of weekly grade level PLC's centered around unwrapping the standards, planning instructional units/lessons and sharing best practices amongst team members, administration and the curriculum team. We are also having a whole school RTI time focused on providing enriching and remediating our students. Teams will be going through Lesson Study and Data Team Reviews throughout the year.

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

The Best Practice will be scaled up through the weekly PLC grade level meeting where we will analyze data. Then we will conduct lesson study reviews to improve instructional practices. Teachers will also be analyzing the BAS and using the Literacy Continuum to create individual teaching targets for the students. 2 of the PLC's will take place with administration and support staff. The 3rd meeting will take place with the grade level team members. We will also work on planning interactive read alouds. In November, the PLC's will change focus and we will focus on Math. Specifically on Planning and implementing Standards Based Math Instruction.

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

i-Ready data is collected on a weekly basis by the teachers, administration and support staff. Classroom formative data is collected after a 6 week cycle. The data is then discussed with their support staff/administration team leader.

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

The school ensures the fidelity of students not progressing towards school and district goals through data tracking meeting and Response to Intervention meetings.

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

One of our school motto's is "A School for All". This is truly embraced at Margate Elementary. We make sure that we are reaching all out students in planning and in teaching.

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

The school ensures that Tier 1 instruction is being implemented through data cycle chats. Administration and all support staff are involved in data chats. If the teacher is not having 62% of their class reaching proficiency, targeted support is provided through a support staff team member.

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

Teachers can access our Leveled Bookroom, "Literacy Leaps". In this bookroom, there are instructional texts found at each level. The county has also supplied the school with Social Studies guided texts at each reading level. Our teachers use Leveled Literacy Intervention as a Tier 2 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?

Teachers were given the Social and Emotional Learning standards to help with planning. Through PLC meetings, we also discuss and plan on ways to nurture and how to become sensitive to the needs of the children that we teach.

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

Teachers will develop or use Lesson plans through L.E.A.P.S to help facilitate discussions within their classrooms.

Goal 1: Develop self-awareness and self-management skills to achieve school and life success

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

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

Being a PBIS (Positive Behavioral Intervention Support School), we feel that by addressing the needs of students in a positive way, we are being proactive in the Social Emotional learning for students. We are beginning a Mentoring program for most at risk/Level 1 students in Grades 3-5.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Utilization of daily formative assessments to drive instruction with emphasis on students reflection on learning and goal attainment.	Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/4/2019		
Providing differentiated instruction through utilization of our Guided Reading Resource room through the management system of Daily Five and CAFE.	Patricia Moore, Literacy Coach	6/4/2019	PLC	
Provide rigorous learning goals and performance scales through the implementation of standards based instruction.	Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/4/2019	PLC	
Providing differentiated instruction through the utilization of small group math instruction and the implementation of math centers.	Shannon Mills, Math Coach	6/4/2019	District Trainings	
Professional learning communities to collaboratively plan interdisciplinary units of instruction based of the Florida State Standards.	Thomas Schroeder, Vicki Flournoy, Shannon Mills, Patricia Moore	6/4/2019		
Monthly assessment meetings to analyze monthly assessments in ELA, Mathematics, Science and Writing. Data teams will generate interventions, trends and action steps to increase student achievement results for goal attainment.	Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/4/2019	PLC	
Incorporate Lucy Calkins Writing for the core instruction into content areas.	Patricia Moore, Literacy Coach	6/4/2018	PLC	
Grade-level science kits developed by team members for collaboration and sharing.	Jan Hameister	10/1/2018	PLC	
Grade level intervention based program for struggling students through utilization of resource personnel and the research-based program LLI by Fountas and Pinnellas.	Patricia Moore, Literacy Coach	10/1/2018	PLC	
Implement a Response to Intervention time within the school day to enrich and remediate students based on their academic need.	Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/4/2019		

Strategies	Persons responsible	Deadline	Professional Development	Budget
All students in grades K-5 will utilize an electronic reading program to aid in their reading and math development. All students students will utilize I-Ready.	Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/4/2019		
Students in Grades 3-5 have one to one laptops. Teachers have all been Canvas trained.	Thomas Schroeder, Vicki Flournoy	6/4/2019	Canvas	
All students will have an individual SWAG folders (Students with Academic Goals) based on their visible learning.	Thomas Schroeder	6/4/2019		
Balanced utilization of literature and informational text in small guided reading groups and in classroom libraries.	Patricia Moore	6/4/2019	PLC	

School Improvement Plan (SIP)

School Name Margate ES (1161)

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.

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BEST PRACTICE #2

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.

Graduation/College and Career Readiness (Early Warning Indicators)

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05	189	15.90	1.10	0.00	28.00	5.80

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

- 1) We collect formative assessment data as well as a weekly I-Ready report.
- 2) We use the core textbooks as a resource: Journeys, Go Math and Science. The standards drive our instruction. Teachers use leveled materials for reading in small guided reading groups. The Guided Leveled readers as well as the Nonfiction Guided Cards are used in small groups. The leveled Social Studies materials are used. We use Leveled Literacy Intervention as our primary intervention. We also use other research based intervention programs such as: Phonics for Reading, Foundations, Dr. Haggerty's, Seeing Stars, Quick Reads, Moving with Math and the I-ready Lesson plans.
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their levels. Our students above level will be participating in STEM/ enrichment lessons/activities. Students meeting criteria will continue to have lessons and instruction geared to pushing them to become more proficient. Then our most at risk students are meeting with other support staff to receive intensive remediation at their level.

Any students that are not progressing to the district goals are identified and brought to the Collaborative Problem Solving Team. At this time, interventions are discussed and closely monitored. The team reconvenes after 6 weeks and discusses whether the student is progressing towards the goal with the interventions being implemented. If the response is positive the team decides to continue with interventions as designed. If the response is questionable, the team then decides next steps. This follows the county's MTSS plan.

In addition, we have Professional Learning Communities centered around the Universal Design for Learning principles. Teachers have read articles from the CAST website.

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Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
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No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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SAF-September-2018.pdf	October	SAF ByLaws	10/18/2018
SAC-dates-.pdf	October	None	10/18/2018
SAF-dates.pdf	October	None	10/18/2018
SAC-October-2018.pdf	October	SAC ByLaws	10/18/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC-September-Sign-in.pdf	September	Developed	9/17/2018
SAC-September-2018.pdf	September	Developed	9/17/2018
SAC-By-Laws-2018-2019-.pdf	October	SAC ByLaws	9/14/2018
SAF-Bylaw-Margate-Elementary2018.pdf	October	SAF ByLaws	9/14/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	360	98 of 156	1	101	202

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?

In 2018-2019, our school will be focusing on the achievement of our students in the area of literacy through the use of the Benchmark Assessment System to guide our small group Guided Reading instruction. Our school has demonstrated a continual increase in success in mathematics. However, we plan to target our lowest

25% in math. Our most recent FSA data indicates that we have scored significantly below the achievement for our students in regards to literacy. We did see our Science scores increase 5 points after a loss of 10 points the previous year. We want to see more improvement in the area of Science.

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

The current best practice being scaled up is the continuation of weekly grade level PLC's centered around unwrapping the standards, planning instructional units/lessons and sharing best practices amongst team members, administration and the curriculum team. We are also having a whole school RTI time focused on providing enriching and remediating our students. Teams will be going through Lesson Study and Data Team Reviews throughout the year.

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

The Best Practice will be scaled up through the weekly PLC grade level meeting where we will analyze data. Then we will conduct lesson study reviews to improve instructional practices. Teachers will also be analyzing the BAS and using the Literacy Continuum to create individual teaching targets for the students. 2 of the PLC's will take place with administration and support staff. The 3rd meeting will take place with the grade level team members. We will also work on planning interactive read alouds. In November, the PLC's will change focus and we will focus on Math. Specifically on Planning and implementing Standards Based Math Instruction.

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

i-Ready data is collected on a weekly basis by the teachers, administration and support staff. Classroom formative data is collected after a 6 week cycle. The data is then discussed with their support staff/administration team leader.

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

The school ensures the fidelity of students not progressing towards school and district goals through data tracking meeting and Response to Intervention meetings.

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

One of our school motto's is "A School for All". This is truly embraced at Margate Elementary. We make sure that we are reaching all out students in planning and in teaching.

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

The school ensures that Tier 1 instruction is being implemented through data cycle chats. Administration and all support staff are involved in data chats. If the teacher is not having 62% of their class reaching proficiency, targeted support is provided through a support staff team member.

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

Teachers can access our Leveled Bookroom, "Literacy Leaps". In this bookroom, there are instructional texts found at each level. The county has also supplied the school with Social Studies guided texts at each reading level. Our teachers use Leveled Literacy Intervention as a Tier 2 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?

Teachers were given the Social and Emotional Learning standards to help with planning. Through PLC meetings, we also discuss and plan on ways to nurture and how to become sensitive to the needs of the children that we teach.

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

Teachers will develop or use Lesson plans through L.E.A.P.S to help facilitate discussions within their classrooms.

Goal 1: Develop self-awareness and self-management skills to achieve school and life success

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

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

Being a PBIS (Positive Behavioral Intervention Support School), we feel that by addressing the needs of students in a positive way, we are being proactive in the Social Emotional learning for students. We are beginning a Mentoring program for most at risk/Level 1 students in Grades 3-5.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Utilization of daily formative assessments to drive instruction with emphasis on students reflection on learning and goal attainment.	Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/4/2019		
Providing differentiated instruction through utilization of our Guided Reading Resource room through the management system of Daily Five and CAFE.	Patricia Moore, Literacy Coach	6/4/2019	PLC	
Provide rigorous learning goals and performance scales through the implementation of standards based instruction.	Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/4/2019	PLC	
Providing differentiated instruction through the utilization of small group math instruction and the implementation of math centers.	Shannon Mills, Math Coach	6/4/2019	District Trainings	
Professional learning communities to collaboratively plan interdisciplinary units of instruction based of the Florida State Standards.	Thomas Schroeder, Vicki Flournoy, Shannon Mills, Patricia Moore	6/4/2019		
Monthly assessment meetings to analyze monthly assessments in ELA, Mathematics, Science and Writing. Data teams will generate interventions, trends and action steps to increase student achievement results for goal attainment.	Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/4/2019	PLC	
Incorporate Lucy Calkins Writing for the core instruction into content areas.	Patricia Moore, Literacy Coach	6/4/2018	PLC	
Grade-level science kits developed by team members for collaboration and sharing.	Jan Hameister	10/1/2018	PLC	
Grade level intervention based program for struggling students through utilization of resource personnel and the research-based program LLI by Fountas and Pinnellas.	Patricia Moore, Literacy Coach	10/1/2018	PLC	
Implement a Response to Intervention time within the school day to enrich and remediate students based on their academic need.	Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/4/2019		

Strategies	Persons responsible	Deadline	Professional Development	Budget
All students in grades K-5 will utilize an electronic reading program to aid in their reading and math development. All students students will utilize I-Ready.	Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/4/2019		
Students in Grades 3-5 have one to one laptops. Teachers have all been Canvas trained.	Thomas Schroeder, Vicki Flournoy	6/4/2019	Canvas	
All students will have an individual SWAG folders (Students with Academic Goals) based on their visible learning.	Thomas Schroeder	6/4/2019		
Balanced utilization of literature and informational text in small guided reading groups and in classroom libraries.	Patricia Moore	6/4/2019	PLC	

School Improvement Plan (SIP)

School Name Morrow ES (2691)

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 Standards-Based Assessments to Drive Instructional Decisions	Tuesday	2nd4th	8/8/2018 - 5/15/2019	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	89	20.20	0.00	0.00	55.10	11.20
01	72	8.30	2.80	0.00	36.10	4.20
02	71	15.50	1.40	0.00	31.00	5.60
03	66	16.70	6.10	0.00	25.80	4.50
04	69	18.80	2.90	0.00	46.40	13.00
05	67	16.40	6.00	0.00	44.80	9.00

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

i-Ready Reading and Math: Designed to provide teacher based instruction and technology based support in all areas of reading and mathematics.

Foundations: Designed for students needing intensive phonics or phonemic awareness intervention. Utilized in K-1st Grade

Road to the Code: Designed for K and 1st Grade students who need intensive phonics.

Leveled Literacy Intervention (LLI): Designed to focus on all areas of reading for 1st through 5th grade at a Tier 2 level. Utilized in 1st -5th grade.

Write in Reader: Designed to focus on all areas of reading for 1st- 5th grade at a Tier 2 level. Utilized in 1st -5th grade primarily for students needing reading comprehension or fluency intervention.

Toolkit: Designed to focus on all areas of reading in 1st through 5th grade at a Tier 3 level.

Phonics for Reading: Designed to improve Phonics skills. Utilized in 2nd- 5th Grade.

Rewards : Designed to improve Phonics and Fluency skills. Utilized in 4th-5th Grade.

Wordly Wise: Designed to Improve Vocabulary Skills . Utilized in grades 4th-5th.

Great Leaps: Designed to provide fluency and comprehension intervention. Utilized by 3rd through 5th grade.

Targeted Graphic Organizers

Reflex Math: Computer based program designed to improve Math Fluency Skills. Utilized in 2nd- 5th grade.

Touch Math: Designed to improve all areas of mathematics. Utilized in Kindergarten

Everyday Calendar Math enriches and reinforces everyday math practices. Utilized in K- 2nd grade.
Math Manipulatives

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th, 5th	9/4/2018 - 5/28/2019	8:30 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Morrow-Elem-Oct-2018-Sac-SAF-Meeting.pdf	November	A+ Funds	11/6/2018
Morrow-2018-2019-SAC-Committee-Membership.pdf	November	A+ Funds	11/5/2018
Morrow-Eprove_StudentSurvey_Report_17-18.pdf	October	A+ Funds	10/27/2018
Morrow-Eprove_StaffSurvey_Report_17-18.pdf	October	A+ Funds	10/27/2018
Morrow-Eprove_ParentSurvey_Report_17-18.pdf	October	A+ Funds	10/27/2018
Morrow-2018-2019-SAF-Bylaws.pdf	October	SAF ByLaws	10/23/2018
Morrow-2018-2019-SAC-Bylaws.pdf	October	SAC ByLaws	10/23/2018
Morrow-Elementary-2018-2019-SAC-SAF-meeting-dates.pdf	October	A+ Funds	10/11/2018

File Name	Meeting Month	Document Type	Uploaded Date
Morrow-Elem-Sep-2018-SAC-SAF-Meeting.pdf	October	A+ Funds	10/11/2018
Morrow-Elem-Aug-2018-SAC-SAF-Meeting.pdf	October	Monitored	10/11/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
2	239	132 of 137	1	157	314

School Improvement Plan (SIP)

School Name Oakridge ES (0461)

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
Oakridge PLCs	Tuesday Wednesday Thursday	1st2nd3rd	8/28/2018 - 5/9/2019	2:20 PM - 3:05 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
KG	91	30.80	0.00	0.00	33.00	14.30
01	83	26.50	1.20	0.00	34.90	10.80
02	78	20.50	0.00	0.00	24.40	5.10
03	102	21.60	5.90	0.00	34.30	10.80
04	72	16.70	1.40	0.00	33.30	9.70
05	82	15.90	1.20	0.00	39.00	2.40

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

i-Ready Reading and Math: Designed to provide teacher based instruction and technology based support in all areas of reading and mathematics.

Foundations: Designed for students needing intensive phonics or phonemic awareness intervention. Utilized in K-1st Grade

Road to the Code: Designed for K and 1st Grade students who need intensive phonics.

Leveled Literacy Intervention (LLI): Designed to focus on all areas of reading for 1st through 5th grade at a Tier 2 level. Utilized in 1st -5th grade.

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Great Leaps: Designed to provide fluency and comprehension intervention. Utilized by 3rd through 5th grade.

Targeted Graphic Organizers

Reflex Math: Computer based program designed to improve Math Fluency Skills. Utilized in 2nd- 5th grade.

Touch Math: Designed to improve all areas of mathematics. Utilized in Kindergarten

Everyday Calendar Math enriches and reinforces everyday math practices. Utilized in K- 2nd grade.
Math Manipulatives

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	8/21/2018 - 5/28/2019	9:00 AM - 1:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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SAC Upload Center

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SAC-Composition.pdf	October	Monitored	10/22/2018
OES-SAC-and-SAF-Meeting-Dates.pdf	September	Developed	10/22/2018
SAC-September-Minutes.pdf	September	Monitored	10/22/2018
SAC-Meeting-Agenda-10.3.18.pdf	October	Developed	10/22/2018
SAC-September-Agenda.pdf	September	Monitored	10/18/2018
Oakridge-SAC-ByLaws.pdf	September	SAC ByLaws	10/18/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	270	583 of 717	1	163	325

School Improvement Plan (SIP)

School Name Oakridge ES (0461)

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
Oakridge PLCs	Tuesday Wednesday Thursday	1st2nd3rd	8/28/2018 - 5/9/2019	2:20 PM - 3:05 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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Data For: 2017-2018 (Last updated: 7/18/2018)						
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01	83	26.50	1.20	0.00	34.90	10.80
02	78	20.50	0.00	0.00	24.40	5.10
03	102	21.60	5.90	0.00	34.30	10.80
04	72	16.70	1.40	0.00	33.30	9.70
05	82	15.90	1.20	0.00	39.00	2.40

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

i-Ready Reading and Math: Designed to provide teacher based instruction and technology based support in all areas of reading and mathematics.

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Reflex Math: Computer based program designed to improve Math Fluency Skills. Utilized in 2nd- 5th grade.

Touch Math: Designed to improve all areas of mathematics. Utilized in Kindergarten

Everyday Calendar Math enriches and reinforces everyday math practices. Utilized in K- 2nd grade.
Math Manipulatives

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	8/21/2018 - 5/28/2019	9:00 AM - 1:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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SAC-Meeting-Agenda-10.3.18.pdf	October	Developed	10/22/2018
SAC-September-Agenda.pdf	September	Monitored	10/18/2018
Oakridge-SAC-ByLaws.pdf	September	SAC ByLaws	10/18/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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1	270	583 of 717	1	163	325

School Improvement Plan (SIP)

School Name Parkside ES (3631)

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
Autism Special Programs PLC	Wednesday	2nd4th	8/29/2018 - 5/22/2019	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5
5th Grade Team PLC	Tuesday	2nd4th	8/28/2018 - 5/21/2019	2:00 PM - 3:00 PM	5
4th Grade Team PLC	Tuesday	2nd4th	8/28/2018 - 5/21/2019	2:00 PM - 3:00 PM	4
3rd Grade Team PLC	Tuesday	2nd4th	8/28/2018 - 5/21/2019	2:00 PM - 3:00 PM	3
2nd Grade Team PLC	Tuesday	2nd4th	8/28/2018 - 5/21/2019	2:00 PM - 3:00 PM	2
1st Grade Team PLC	Tuesday	2nd4th	8/28/2018 - 5/21/2019	2:00 PM - 3:00 PM	1
Kindergarten Team PLC	Tuesday	2nd4th	8/28/2018 - 5/21/2019	2:00 PM - 3:00 PM	K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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KG	140	12.90	0.00	0.00	15.70	5.00
01	159	15.10	0.00	0.00	25.80	4.40
02	160	6.90	0.60	0.00	18.10	2.50
03	132	9.80	2.30	0.00	11.40	2.30
04	133	9.00	0.80	0.00	21.10	1.50
05	147	18.40	1.40	0.00	19.70	5.40

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

We utilize our Struggling Reader and Struggling Math charts to identify intervention programs to put in place for students identified for Tier 2 and Tier 3 interventions. The Rtl team meets weekly to discuss intervention strategies for students in need of support based on data collected by the teacher. Intervention programs include but are not limited to Phonics for Reading, Rewards, Cool Tools, Literacy Learning Intervention (LLI), Soar to Success, i-Ready, and Road to the Code.

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Using Results for Continuous Improvement

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
3631_SACMeetingDates_20182019.pdf	October	None	10/19/2018
3631_SACMinutes_05242018.pdf	May	Monitored	10/19/2018
3631_SACAgenda_10112018.pdf	October	Developed	10/19/2018
3631_SACAgenda_09132018.pdf	September	Developed	10/19/2018
3631_SACComposition_10112018.pdf	October	Developed	10/18/2018
3631_SAC-Minutes_09132018.pdf	September	Developed	10/18/2018
3631_SACMinutes_08232018.pdf	August	Developed	10/18/2018
3631_SACBylaws_08232018.pdf	August	SAC ByLaws	10/18/2018

File Name	Meeting Month	Document Type	Uploaded Date
3631_SACandSAFSignIn_08232018.pdf	August	Developed	10/18/2018
3631_SACAgenda_08232018.pdf	August	Developed	10/18/2018
3631_SACandSAFSignIn_10112018.pdf	October	Developed	10/18/2018
3631_SACandSAFSignIn_09132018.pdf	September	Developed	10/18/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	379	80 of 156	-379	92	183

Goals

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

Our focus for student improvement will be Literacy based on FSA results. We will continue to target our lowest 30% by monitoring with iReady and BAS and providing interventions based on individual needs.

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 conduct focused PLC's to implement standards-based instruction. This data will be discussed at the PLC's to improve Tier 1 instruction at all grade levels. We are focused on Tier 1 strategies in reading through Balanced Literacy to ensure every child receives high-quality reading instruction. BAS assessments are administered schoolwide to provide quality literacy data and to identify those students who are struggling early so that all students get the additional support that they need.

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

All teachers will identify struggling students very early in the year and target interventions for them. The RtI team will monitor their progress and assist in implementing those interventions. Teachers will document interventions using BASIS and consult with the RtI team when providing Tier 2 or 3 interventions.

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

Benchmark Assessment System (BAS) is administered quarterly.

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

Our RtI team meets weekly to analyze data and discuss interventions for struggling students. Interventions are administered and results determine the next steps for that individual child.

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

Teachers plan collaboratively to ensure that the standards are accessible for all students. Students with special needs receive push-in instruction from our support teachers alongside the classroom teacher to ensure that students maximize instructional time and that reading difficulties do not impede progress across the curriculum.

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

Teachers are attending or have attended ongoing professional development in Balanced Literacy. Through grade level PLCs, teachers discuss best practices for each area of the literacy block. Reading coaches observe and provide feedback and/or modeling for teachers.

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

We use our leveled book room to provide reading instruction for K-5. Journeys is used to supplement as the core text adopted by our school district. We utilize our newly acquired social studies books that align with thematic units for K-5 and Science A-Z and Science Fusion provide a variety of informational texts based on the science standards, also for 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?

Teachers and administration recognize students throughout the year for their personal accomplishments, good behavior, and participation in school (attendance, uniforms, etc.). Teachers develop classroom cultures of kindness and cooperation through explicit teaching of expected behavior and positive reinforcement. Our students learn strategies for managing behavior and social skills through guidance classroom lessons, positive behavior expectations, and collaboratively developed class expectations. In addition, high quality books that focus on building character and overcoming adversity are a key part of the curriculum.

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

Classroom guidance lessons include managing emotions, anti-bullying, respecting differences, and communication skills. Specific programs utilized include peer mentoring, book buddies, Share the World, Start with Hello, and Emotional Management.

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

Students develop class rules democratically, know and understand schoolwide behavior expectations, and participate in activities throughout the year that emphasize kindness and cooperation.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Identify lowest 30% and ensure early intervention. The MTSS team meets weekly to review interventions.	Laneia Hall, Lakay Wilkerson, Richelle Gordon	5/22/2019		\$0.00
Reading coaches provide support in the classroom through feedback and modeling of lessons.	Laneia Hall, Lakay Wilkerson, Richelle Gordon	5/22/2019	Balanced Literacy, Response to Literacy, Benchmark Assessment System	\$0.00

School Improvement Plan (SIP)

School Name Parkside ES (3631)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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4th Grade Team PLC	Tuesday	2nd4th	8/28/2018 - 5/21/2019	2:00 PM - 3:00 PM	4
3rd Grade Team PLC	Tuesday	2nd4th	8/28/2018 - 5/21/2019	2:00 PM - 3:00 PM	3
2nd Grade Team PLC	Tuesday	2nd4th	8/28/2018 - 5/21/2019	2:00 PM - 3:00 PM	2
1st Grade Team PLC	Tuesday	2nd4th	8/28/2018 - 5/21/2019	2:00 PM - 3:00 PM	1
Kindergarten Team PLC	Tuesday	2nd4th	8/28/2018 - 5/21/2019	2:00 PM - 3:00 PM	K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	140	12.90	0.00	0.00	15.70	5.00
01	159	15.10	0.00	0.00	25.80	4.40
02	160	6.90	0.60	0.00	18.10	2.50
03	132	9.80	2.30	0.00	11.40	2.30
04	133	9.00	0.80	0.00	21.10	1.50
05	147	18.40	1.40	0.00	19.70	5.40

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

We utilize our Struggling Reader and Struggling Math charts to identify intervention programs to put in place for students identified for Tier 2 and Tier 3 interventions. The Rtl team meets weekly to discuss intervention strategies for students in need of support based on data collected by the teacher. Intervention programs include but are not limited to Phonics for Reading, Rewards, Cool Tools, Literacy Learning Intervention (LLI), Soar to Success, i-Ready, and Road to the Code.

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

Using Results for Continuous Improvement

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
3631_SACMeetingDates_20182019.pdf	October	None	10/19/2018
3631_SACMinutes_05242018.pdf	May	Monitored	10/19/2018
3631_SACAgenda_10112018.pdf	October	Developed	10/19/2018
3631_SACAgenda_09132018.pdf	September	Developed	10/19/2018
3631_SACComposition_10112018.pdf	October	Developed	10/18/2018
3631_SAC-Minutes_09132018.pdf	September	Developed	10/18/2018
3631_SACMinutes_08232018.pdf	August	Developed	10/18/2018
3631_SACBylaws_08232018.pdf	August	SAC ByLaws	10/18/2018

File Name	Meeting Month	Document Type	Uploaded Date
3631_SACandSAFSignIn_08232018.pdf	August	Developed	10/18/2018
3631_SACAgenda_08232018.pdf	August	Developed	10/18/2018
3631_SACandSAFSignIn_10112018.pdf	October	Developed	10/18/2018
3631_SACandSAFSignIn_09132018.pdf	September	Developed	10/18/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	379	80 of 156	-379	92	183

Goals

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

Our focus for student improvement will be Literacy based on FSA results. We will continue to target our lowest 30% by monitoring with iReady and BAS and providing interventions based on individual needs.

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 conduct focused PLC's to implement standards-based instruction. This data will be discussed at the PLC's to improve Tier 1 instruction at all grade levels. We are focused on Tier 1 strategies in reading through Balanced Literacy to ensure every child receives high-quality reading instruction. BAS assessments are administered schoolwide to provide quality literacy data and to identify those students who are struggling early so that all students get the additional support that they need.

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

All teachers will identify struggling students very early in the year and target interventions for them. The RtI team will monitor their progress and assist in implementing those interventions. Teachers will document interventions using BASIS and consult with the RtI team when providing Tier 2 or 3 interventions.

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

Benchmark Assessment System (BAS) is administered quarterly.

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

Our RtI team meets weekly to analyze data and discuss interventions for struggling students. Interventions are administered and results determine the next steps for that individual child.

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

Teachers plan collaboratively to ensure that the standards are accessible for all students. Students with special needs receive push-in instruction from our support teachers alongside the classroom teacher to ensure that students maximize instructional time and that reading difficulties do not impede progress across the curriculum.

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

Teachers are attending or have attended ongoing professional development in Balanced Literacy. Through grade level PLCs, teachers discuss best practices for each area of the literacy block. Reading coaches observe and provide feedback and/or modeling for teachers.

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

We use our leveled book room to provide reading instruction for K-5. Journeys is used to supplement as the core text adopted by our school district. We utilize our newly acquired social studies books that align with thematic units for K-5 and Science A-Z and Science Fusion provide a variety of informational texts based on the science standards, also for 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?

Teachers and administration recognize students throughout the year for their personal accomplishments, good behavior, and participation in school (attendance, uniforms, etc.). Teachers develop classroom cultures of kindness and cooperation through explicit teaching of expected behavior and positive reinforcement. Our students learn strategies for managing behavior and social skills through guidance classroom lessons, positive behavior expectations, and collaboratively developed class expectations. In addition, high quality books that focus on building character and overcoming adversity are a key part of the curriculum.

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

Classroom guidance lessons include managing emotions, anti-bullying, respecting differences, and communication skills. Specific programs utilized include peer mentoring, book buddies, Share the World, Start with Hello, and Emotional Management.

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

Students develop class rules democratically, know and understand schoolwide behavior expectations, and participate in activities throughout the year that emphasize kindness and cooperation.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Identify lowest 30% and ensure early intervention. The MTSS team meets weekly to review interventions.	Laneia Hall, Lakay Wilkerson, Richelle Gordon	5/22/2019		\$0.00
Reading coaches provide support in the classroom through feedback and modeling of lessons.	Laneia Hall, Lakay Wilkerson, Richelle Gordon	5/22/2019	Balanced Literacy, Response to Literacy, Benchmark Assessment System	\$0.00

School Improvement Plan (SIP)

School Name Pinewood ES (2811)

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
2811ELA	Thursday		8/23/2018 - 5/30/2019	2:30 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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	74	20.30	1.40	0.00	25.70	5.40
01	77	13.00	1.30	0.00	46.80	7.80
02	87	16.10	2.30	0.00	32.20	5.70
03	100	11.00	4.00	0.00	16.00	3.00
04	100	22.00	4.00	0.00	9.00	6.00
05	96	12.50	1.00	0.00	14.60	3.10

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

We utilize our Struggling Reader and Struggling Math charts to identify intervention programs to put in place for students identified for Tier 2 and Tier 3 interventions. The RtI team meets weekly to discuss intervention strategies for students in need of support based on data collected by the teacher. Intervention programs include but are not limited to Phonics for Reading, Rewards, Cool Tools, Literacy Learning Intervention (LLI), Soar to Success, i-Ready, and Road to the Code.

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-COMPOSITION_REPORT_18_19.pdf	October	Developed	10/23/2018
9_27_18_SAF_AGENDA_.docx	September	SAF ByLaws	10/19/2018
9_27_18_SAF_SIGN_IN_SHEET.pdf	September	Monitored	10/19/2018
2018-2019-PINEWOOD-ELEMENTARY-SAC-BY-LAWS.docx	October	SAC ByLaws	10/18/2018
2811__PINEWOOD_18_19_SAF_DATES.docx	August	SAF ByLaws	10/18/2018
SIGN_IN_SHEETS_9_27_18.pdf	September	Developed	10/11/2018
SAC-Sept.-2018--Notes.docx	September	Developed	10/11/2018
18_19-SEP--SAC-AGENDA-(a).docx	September	Monitored	10/11/2018
PINEWOOD_18_19_SAC_DATES.docx	August	Developed	10/11/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
2	472	9 of 137	4	41	81

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 2017-18 Math FSA data, we had 73% of our students score a level 3 or higher and on the Statewide Science Assessment we had 58% of our students score a level 3 or higher. The content area we are focusing on for student achievement in 2018-19 is Math and Science. We are focused on providing high quality-standards based instruction that is targeted to individual student needs.

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

The best practices that we will scale up will be our PLCs and the implementation of those targeted strategies in the classrooms.

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

In 2017-18, we had great gains in ELA due to a data-driven process. We aim to replicate that success in Math and Science through the same process of using student work samples, standards breakdowns, and item analysis to drive our remediation and enrichment process.

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

Our school utilizes "BAS" Benchmark Assessment System by Fountas and Pinnell in order to progress monitor. We progress monitor quarterly using this assessment system.

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

Our school determines which students are not progressing towards school and district goals by looking at the cycle data, and realigning the IFC to address the weakest standards. Students that scored in the approaching category of their cycle assessment will be strategically assigned i-Ready lessons to address their weakest standards. The Low Quartile and the Approaching students will be pulled for support in the AM for morning camp and during their specials. Each teacher is responsible for monitoring student data. Coaches and administration have weekly meetings where they analyze student and teacher data. Using the cycle assessments coaches and administration conduct a thorough review on a two/three week rotational schedule. Support is provided for teachers and students as the data indicates the areas of specific need.

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)?

Daily walkthroughs are conducted by coaches and administration. Teachers receive professional development on using Universal Designs for Learning. Teachers are exposed to a wide variety of training both internally and externally through BCPS. We aim to help each teacher continue to grow by providing choice based and assigned professional development opportunities. During PLC's Best Practices are shared and effective lessons are shared with teams. All students benefit from this learning style including our ESOL and ESE populations.

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

At Pinewood we focus on Balanced Literacy Approach to Instruction. We utilize shared, guided and interactive models. Daily walkthroughs take place and results are shared with teachers and their teams. Feedback is given and support is provided by our coaches to those teachers who may need extra assistance.

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 Core Curriculum is Journeys. In addition we utilize supplemental materials such as the online and text reading program entitled i-Ready, and interventions such as (LLI) Language Literacy Learning Kits, Phonics for Reading and Foundations.

We use district adopted materials for core subject area instruction, however, many of our teachers use materials outside of the scope of district adoption. By breaking down the standards, teachers are able to drive instruction using alternative means to ensure students are exposed to a wide variety of strategies.

Strategies	Persons responsible	Deadline	Professional Development	Budget
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School Improvement Plan (SIP)

School Name Quiet Waters ES (3121)

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
Guided Reading	Wednesday	2nd4th	9/26/2018 - 2/27/2019	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	205	16.60	0.00	0.00	13.20	2.90
01	204	19.10	0.00	0.00	29.40	8.30
02	200	18.50	0.00	0.00	23.50	7.00
03	230	16.10	0.00	0.00	23.90	6.10
04	199	12.10	1.00	0.00	25.60	4.00
05	240	12.10	0.00	0.00	18.80	3.30

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

Quiet Waters Elementary School has a comprehensive Response to Intervention (RtI) program. The RtI team is comprised of the classroom teacher, school administrators, the RtI coordinator, the school psychologist, the guidance counselor, the literacy coach, the ELL coordinator, parent(s) and several other support personnel. This team meets on a weekly basis to address the needs of struggling students.

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

- Academic pull out groups focusing on the specific needs of students
- Implementation & utilization of Leveled Literacy Intervention (LLI) in primary classrooms
- Implementation & utilization of Dr. Heggerty's Phonemic Awareness program in primary classrooms
- Individual behavior plans that monitor and correct specific student behaviors
- Technology programs that compliment curriculum and provide individual learning paths for students
- Classroom teachers, school administrators, and support staff regularly monitor the attendance patterns of students; providing support/resources to families that struggle with consistent school attendance
- School personnel communicate with parents on a regular basis sharing current strengths and weaknesses of students

- ELL and ESE programs are well-developed and monitored to ensure use of accommodations and modifications to meet student needs

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 - 6/5/2019	8:00 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
3121_SAFByLaws.pdf	October	SAF ByLaws	10/25/2018
3121_10222018_MeetingDocuments.pdf	October	Developed	10/25/2018
QuietWaters_SACComposition_2018.pdf	October	None	10/24/2018
Quiet-Waters_eProveSurvey.pdf	October	None	10/19/2018
SAC_SAF-Meetings-2018-19.pdf	October	None	10/19/2018
3121_09242018_SACByLaws.pdf	September	SAC ByLaws	9/24/2018
3121_09242018_MeetingDocuments.pdf	September	Monitored	9/24/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	417	38 of 156	-417	73	145

Goals

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

For the 2018-2019 school year, our school goal will be to increase student proficiency on the Florida Standards Assessment (FSA) in English Language Arts (ELA). According to the FSA Spring 2018 results, 56% of students in grades 3-5 are proficient in ELA. By the end of the 2018-2019 school year, our goal is to increase proficiency to 60% on the FSA ELA.

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

- To continue to provide a comprehensive RtI program to meet the needs of all students
- To increase rigor and complexity of classroom instruction
- To utilize progress monitoring data to make instructional decisions
- To implement the balanced literacy framework to fidelity

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

- The monitoring and utilization of student data to determine student mastery of standards
- Providing authentic collaboration opportunities for staff
- To develop a deeper understanding of the balanced literacy framework with a specific focus on Interactive Read Aloud & Small Group Guided Reading

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

- i-Ready diagnostic (ELA & Math) (3 times per year) and instructional reports (monthly)
- Benchmark Assessment System (BAS) - 3 assessment periods
- Letters/Sounds/Concepts of Print - 4 quarters
- Write Score- 2 times per year
- ELA Independent Practice Assessments - weekly
- ELA Interim Assessments - 3 times per year
- Math Chapter Tests - weekly
- Science- STEMscopes assessments - weekly

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

This school ensures that all students are progressing towards school and district goals by analyzing progress monitoring data and providing specific Tier 2 and Tier 3 interventions for struggling students. Students with Tier 2 and Tier 3 interventions are regularly monitored by the RtI team.

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 goal of Universal Designs for Learning (UDL) is to use a variety of teaching methods to remove barriers to learning. This method provides students equal opportunities to learn. At Quiet Waters Elementary School, classroom instruction is differentiated to meet the needs of diverse learners. Teachers present information to students using a variety of ways such as audio, print, and hands-on experiences. Teachers also use a variety of methods to assess students including performance tasks, written assessments, and project-based tasks.

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

The Balanced Literacy framework is implemented in all K-5 classrooms. This ensures that all learners needs are being met. School leadership and teachers meet regularly for data chats. Core instruction is changed as needed to address students specific learning needs.

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 students at Quiet Waters Elementary School have easy access to both literary and informational text. Students have daily access to both print and digital resources through our media center, classroom libraries, and Resource Room. Each classroom has well-developed libraries as well as leveled readers that also support content instruction such as Science and Social Studies. Students in grades 4 & 5 utilize Document Based Questioning (DBQ) resources and the NewsELA website. The Reading Oasis room which is a result of a community partnership provides access to both literary and informational text.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
All students will receive small group differentiated instruction to meet their individual needs.	School Administration, Literacy Coach, Classroom Teachers	6/4/2019		
Analyze student data and to determine individual student strengths and needs and tailoring classroom instruction to meet those needs through the implementation of the CARE cycle	School Administration, Leadership Team, Classroom Teachers	6/4/2019		
Implement higher level math strategies and provide opportunities for students to master fluency standards	School Administration, Leadership Team, Classroom Teachers	6/4/2019		
Increase teacher knowledge of FSA test specs to increase the utilization of higher level strategies.	School Administration, Literacy Coach, Team Leaders	6/4/2019		
Provide collaborative planning time for grade level teams to understand and plan instruction aligned to the LAFS & MAFS using curriculum materials and interdisciplinary units	School Administration, Literacy Coach, Team Leaders	6/4/2019		
Provide extended learning opportunities (January - March) for struggling students and ELL students	Leadership Team, Classroom Teachers, ELL Coordinator, Literacy Coach	6/4/2019		
Review, practice, and monitor the implementation of the Core Reading, Supplemental Intervention, and Comprehensive Intervention programs to fidelity.	School Administration, Literacy Coach, Team Leaders	6/4/2019		
Increase teacher knowledge of components of Balanced Literacy & support the implementation of these components into daily classroom instruction	School Administration, Literacy Coach, Team Leaders, Classroom Teachers	6/4/2019		

School Improvement Plan (SIP)

School Name Quiet Waters ES (3121)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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02	200	18.50	0.00	0.00	23.50	7.00
03	230	16.10	0.00	0.00	23.90	6.10
04	199	12.10	1.00	0.00	25.60	4.00
05	240	12.10	0.00	0.00	18.80	3.30

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

Quiet Waters Elementary School has a comprehensive Response to Intervention (RtI) program. The RtI team is comprised of the classroom teacher, school administrators, the RtI coordinator, the school psychologist, the guidance counselor, the literacy coach, the ELL coordinator, parent(s) and several other support personnel. This team meets on a weekly basis to address the needs of struggling students.

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

- Academic pull out groups focusing on the specific needs of students
- Implementation & utilization of Leveled Literacy Intervention (LLI) in primary classrooms
- Implementation & utilization of Dr. Heggerty's Phonemic Awareness program in primary classrooms
- Individual behavior plans that monitor and correct specific student behaviors
- Technology programs that compliment curriculum and provide individual learning paths for students
- Classroom teachers, school administrators, and support staff regularly monitor the attendance patterns of students; providing support/resources to families that struggle with consistent school attendance
- School personnel communicate with parents on a regular basis sharing current strengths and weaknesses of students

- ELL and ESE programs are well-developed and monitored to ensure use of accommodations and modifications to meet student needs

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 - 6/5/2019	8:00 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
3121_SAFByLaws.pdf	October	SAF ByLaws	10/25/2018
3121_10222018_MeetingDocuments.pdf	October	Developed	10/25/2018
QuietWaters_SACComposition_2018.pdf	October	None	10/24/2018
Quiet-Waters_eProveSurvey.pdf	October	None	10/19/2018
SAC_SAF-Meetings-2018-19.pdf	October	None	10/19/2018
3121_09242018_SACByLaws.pdf	September	SAC ByLaws	9/24/2018
3121_09242018_MeetingDocuments.pdf	September	Monitored	9/24/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	417	38 of 156	-417	73	145

Goals

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

For the 2018-2019 school year, our school goal will be to increase student proficiency on the Florida Standards Assessment (FSA) in English Language Arts (ELA). According to the FSA Spring 2018 results, 56% of students in grades 3-5 are proficient in ELA. By the end of the 2018-2019 school year, our goal is to increase proficiency to 60% on the FSA ELA.

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

- To continue to provide a comprehensive RtI program to meet the needs of all students
- To increase rigor and complexity of classroom instruction
- To utilize progress monitoring data to make instructional decisions
- To implement the balanced literacy framework to fidelity

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

- The monitoring and utilization of student data to determine student mastery of standards
- Providing authentic collaboration opportunities for staff
- To develop a deeper understanding of the balanced literacy framework with a specific focus on Interactive Read Aloud & Small Group Guided Reading

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

- i-Ready diagnostic (ELA & Math) (3 times per year) and instructional reports (monthly)
- Benchmark Assessment System (BAS) - 3 assessment periods
- Letters/Sounds/Concepts of Print - 4 quarters
- Write Score- 2 times per year
- ELA Independent Practice Assessments - weekly
- ELA Interim Assessments - 3 times per year
- Math Chapter Tests - weekly
- Science- STEMscopes assessments - weekly

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

This school ensures that all students are progressing towards school and district goals by analyzing progress monitoring data and providing specific Tier 2 and Tier 3 interventions for struggling students. Students with Tier 2 and Tier 3 interventions are regularly monitored by the RtI team.

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 goal of Universal Designs for Learning (UDL) is to use a variety of teaching methods to remove barriers to learning. This method provides students equal opportunities to learn. At Quiet Waters Elementary School, classroom instruction is differentiated to meet the needs of diverse learners. Teachers present information to students using a variety of ways such as audio, print, and hands-on experiences. Teachers also use a variety of methods to assess students including performance tasks, written assessments, and project-based tasks.

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

The Balanced Literacy framework is implemented in all K-5 classrooms. This ensures that all learners needs are being met. School leadership and teachers meet regularly for data chats. Core instruction is changed as needed to address students specific learning needs.

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 students at Quiet Waters Elementary School have easy access to both literary and informational text. Students have daily access to both print and digital resources through our media center, classroom libraries, and Resource Room. Each classroom has well-developed libraries as well as leveled readers that also support content instruction such as Science and Social Studies. Students in grades 4 & 5 utilize Document Based Questioning (DBQ) resources and the NewsELA website. The Reading Oasis room which is a result of a community partnership provides access to both literary and informational text.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
All students will receive small group differentiated instruction to meet their individual needs.	School Administration, Literacy Coach, Classroom Teachers	6/4/2019		
Analyze student data and to determine individual student strengths and needs and tailoring classroom instruction to meet those needs through the implementation of the CARE cycle	School Administration, Leadership Team, Classroom Teachers	6/4/2019		
Implement higher level math strategies and provide opportunities for students to master fluency standards	School Administration, Leadership Team, Classroom Teachers	6/4/2019		
Increase teacher knowledge of FSA test specs to increase the utilization of higher level strategies.	School Administration, Literacy Coach, Team Leaders	6/4/2019		
Provide collaborative planning time for grade level teams to understand and plan instruction aligned to the LAFS & MAFS using curriculum materials and interdisciplinary units	School Administration, Literacy Coach, Team Leaders	6/4/2019		
Provide extended learning opportunities (January - March) for struggling students and ELL students	Leadership Team, Classroom Teachers, ELL Coordinator, Literacy Coach	6/4/2019		
Review, practice, and monitor the implementation of the Core Reading, Supplemental Intervention, and Comprehensive Intervention programs to fidelity.	School Administration, Literacy Coach, Team Leaders	6/4/2019		
Increase teacher knowledge of components of Balanced Literacy & support the implementation of these components into daily classroom instruction	School Administration, Literacy Coach, Team Leaders, Classroom Teachers	6/4/2019		

School Improvement Plan (SIP)

School Name Tradewinds ES (3481)

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
Tradewinds	Wednesday	2nd	8/10/2018 - 4/10/2019	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	203	18.70	0.50	0.00	24.60	8.40
01	198	17.20	0.00	0.00	23.20	8.10
02	212	9.40	0.00	0.00	27.40	1.90
03	227	12.30	0.40	0.00	18.90	1.80
04	247	11.30	0.80	0.00	18.60	2.80
05	246	10.60	0.40	0.00	15.90	4.10

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

At Tradewinds, students are monitored in reading by the BAS assessment at a minimum of 3 times a year in grades K-3 and struggling students in grades 4-5. Interim reports are another tool that we use to inform parents of their child's progress. In the event a student earns a 2 letter grades below what is reported on the previous report card, then a conference is held with parents and this change is also documented with an interim report. Math progress is monitored by Go Math assessments that correlate to the grade-level standards. Writing progress is monitored by monthly demand writing days, where teachers will evaluate their student writing samples using the state 10-point writing rubric. All of these assessment data points will be kept a data binder and will be used in conversation with support staff during data chats.

Instructional and intervention materials used at our school include those reflected on the struggling reading and math chart, i-Ready, Ready LAFS and MAFS, Go Math, Journeys, and interdisciplinary texts for interactive read alouds and shared reading.

When students are falling below grade level, a PMP will be generated and teachers will begin to implement Tier 1 strategies in BASIS and touch base with a Case Manager on the RTI team. This Case Manger will guide the teacher through implementing proper interventions and progress monitoring tools with fidelity through the RTI process.

Staff will be trained in UDL principles and differentiated instruction for all students as related to fair grading practices for students with disabilities.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	8/23/2018 - 5/30/2019	8:00 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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
2018-19-SAC-Composition-Report-2.pdf	November	None	11/2/2018
18-19-SAF-Bylaws.docx	October	SAF ByLaws	10/25/2018
18-19-SAC-ByLaws.pdf	October	SAC ByLaws	10/25/2018
2018-19-SAC-Composition-Report.pdf	October	None	10/25/2018
18-19-SAC-&-SAF-Meeting-Dates.pdf	October	None	10/12/2018
18-19-Oct-Sign-In.pdf	October	Monitored	10/11/2018
18-19-Sept-Sign-In.pdf	October	SAC ByLaws	10/11/2018
18-19-SAC-&-SAF-Agenda-October.pdf	October	Monitored	10/11/2018
18-19-SAF-Minutes-September.pdf	October	None	10/11/2018

File Name	Meeting Month	Document Type	Uploaded Date
18-19-SAC-Minutes-September.pdf	October	SAC ByLaws	10/11/2018
18-19-SAC-&-SAF-Agenda-September.pdf	October	SAC ByLaws	10/11/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
5	419	51 of 149	2	86	171

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?

Tradewinds Elementary School achieved a "B" rating during the 2017-2018 school year. In effort to focus on continuous improvement and learning gains for all children, we have identified areas of focus that will ensure that we meet the needs of all students and training needs of staff.

By June 2019, 70% of Kindergarten through Grade 2 students will demonstrate proficiency as measured by the Benchmark Assessment System AP#3 and 68% of grade 3-5 students as measured by the FSA English Language Arts Assessment.

By June 2019, 63% of all FTE-eligible grade 3-5 students will demonstrate a learning gain as measured by the FSA English Language Arts Assessment.

By June 2019, 72% of all FTE-eligible grade 3-5 students will demonstrate a learning gain as measured by the FSA Mathematics Assessment.

By June 2019 62% of all FTE-eligible grade 5 students will demonstrate proficiency as measured by the Statewide Science Assessment.

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

RTI, PLCs, and grade level release days will focus on Tier 1, 2, and 3 instruction so that all students (including those who are struggling) can make learning gains in our target subject areas.

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

An emphasis on intervention groups has been put into place, as we have strategically planned a school-wide intervention block where students can walk to the intervention that is most appropriate for them. All classroom teachers and some specials-area teachers are participating in this block to deliver intervention or enrichment to students. We are looking closely at our i-Ready Standards Mastery and BAS data to help differentiate instruction and provide lessons to our students who need additional reinforcement.

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

BAS and i-Ready Diagnostic data is collected three times a year. Grade levels are assigning Standards Mastery assessments biweekly to monitor the progress of both ELA and Math standards. Science and writing data is collected monthly.

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

Administration and support staff is pulling data reports on a weekly basis and analyzing the data to see if students are progressing on standards. Teachers are routinely called in to have data chats with support staff members to discuss student achievement.

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)?

During planning sessions, teachers differentiate their instruction to ensure the principles of UDL are met. They provide multiple means of representation, expression, and engagement to ensure all learners can be successful.

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

Teachers are given professional development on the Balanced Literacy approach to teaching reading and writing. With support of literacy coaches, grade levels teams are working collaboratively to plan effective instruction for interactive read-aloud/writing, shared reading/writing, guided reading/writing, and independent reading/writing.

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?

In grades K-5, Journeys is used as our core curriculum. Leveled Literacy Intervention is used across all grade levels for intervention. In grades K & 1, Foundations is used as an additional intervention and in grades 1-5, Phonics for Reading is also used. All students have access to Science A-Z, which gives students access to differentiated informational text that relate to the science standards. Students also utilize STEMScopes and our newly adopted Scholastic texts to access science content. The texts adopted for social studies also give students access to both literary and informational text through interactive read alouds.

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

Our school-wide theme for the year is "Be the change you want to see in the world... start with hello." This theme was inspired by the Start with Hello club (Sandy Hook Promise). This club began in the 2017-2018 school year and continues this year. In this club, 4th and 5th graders learn about the affects of social isolation and implements the 5 competencies of SEL. Teachers were provided training on the SEL standards and competencies at the beginning of the school year. Teachers embed these standards throughout their curriculum.

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

Teachers utilize social stories, read alouds, and targeted lesson plans to deliver SEL lessons to their students. If these Tier 1 lessons are not effective, students are referred for counseling services when necessary or are working in small groups to receive targeted Tier 2 support on SEL standards.

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

We offer individual counseling sessions with our guidance counselor as well as additional counseling programs (listeners, Henderson, Boystown, Chrysalis, KidSafe). The counselor also visits classroom for class

lessons. We recognize students who exemplify character traits by announcing their names on the morning announcements, listing their names in the weekly newsletter "The Eagle" and distributing a sweet treat and certificate to those who receive this award. Tradewinds also partners with the Coconut Creek Police Department in recognizing students who excel in modeling the 5 SEL competencies by celebrating them in a city-wide ceremony. These students are selected by teachers and staff members.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Instructional coaching, RTI intervention block, routine data chats, regular progress monitoring, PLCs, professional development	Michael Breslaw, Tracy Gruendel, Sabrina Sheib, Lisa Campolo, Kristen Dorman	6/4/2019	Balanced Literacy PLC, grade level PLCs, LLI Training	\$0.00

School Improvement Plan (SIP)

School Name Tradewinds ES (3481)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Tradewinds	Wednesday	2nd	8/10/2018 - 4/10/2019	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

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BEST PRACTICE #4

Scaling Up BEST Practices

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

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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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lessons. We recognize students who exemplify character traits by announcing their names on the morning announcements, listing their names in the weekly newsletter "The Eagle" and distributing a sweet treat and certificate to those who receive this award. Tradewinds also partners with the Coconut Creek Police Department in recognizing students who excel in modeling the 5 SEL competencies by celebrating them in a city-wide ceremony. These students are selected by teachers and staff members.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Instructional coaching, RTI intervention block, routine data chats, regular progress monitoring, PLCs, professional development	Michael Breslaw, Tracy Gruendel, Sabrina Sheib, Lisa Campolo, Kristen Dorman	6/4/2019	Balanced Literacy PLC, grade level PLCs, LLI Training	\$0.00

School Improvement Plan (SIP)

School Name Westchester ES (2681)

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
2681 Reading and 2681 Math/ K- 2 Meet on 1st and 3rd Tuesday, 3 - 5 meet on 2nd and 4th Tuesday	Tuesday	1st2nd3rd4th	9/18/2018 - 4/30/2019	2:15 PM - 3:15 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	186	15.60	0.00	0.00	15.10	3.80
01	195	12.30	0.00	0.00	23.10	2.10
02	191	13.10	0.00	0.00	16.80	2.10
03	225	10.70	2.20	0.00	13.30	1.30
04	207	11.10	0.00	0.00	13.00	2.90
05	249	7.20	0.40	0.00	12.90	2.00

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

The Intervention strategies we implement at Westchester are the following:
 Tier 1 Differentiated Instructional Strategies
 Small group guided instruction based on student data and/or teaching targets
 Leveled Literacy Intervention (LLI) in grades K - 2 and ESE
 Benchmark Assessment System (BAS) to monitor progress.
 Reading Tool Kit
 Literacy Tool Kit
 Foundations
 Moving with Math
 Touch Math
 Strategic and Intensive Go Math Instruction
 Personal Math Trainer from Go Math

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/5/2018 - 5/29/2019	8:00 AM - 1:45 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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
2681_SACComposition_20182019X.html	October	None	10/26/2018
2681_A+Documentation_2018-2019.pdf	October	A+ Funds	10/26/2018
2681_AgendaSigninMinutes_092518.pdf	September	Monitored	10/22/2018
2681_AgendaSigninMinutes_082918.pdf	August	Monitored	10/22/2018
2681_SAC_Bylaws_2018-2019.docx	September	SAC ByLaws	10/22/2018
2681_SAC_SAF_Meeting_Dates_2018-2019.docx	August	Developed	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
6	460	30 of 118	1	55	110

Goals

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

The area of focus for improving student achievement is the percent of students making learning gains in FSA mathematics. This area was chosen due to a nine percent decrease from 2017 to 2018.

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 continue to use Grade level common assessments and performance tasks. Tier 1 small group instruction in reading and math. Targeted reading and math interventions for all struggling students. Professional Learning Communities will address Science and Literacy. Quarterly data chats with all grade levels. Continue LLI in primary grades.

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

Intermediate grades will participate in School City assessments with questions that mirror expected depths of knowledge questioning of FSA. Students in grades 3 - 5 will also continue using Reading Plus. Students will be assessed using common performance tasks and teachers will collaborate. Teachers will use Instructional Focus Calendars and Scope and Sequence Maps to ensure the necessary standards are covered in a timely manner.

School City assessments will also be used in grades 1 and 2. Reading Plus is also being utilized in grade 2.

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

BAS level data is collected twice during each assessment period. School City data is analyzed after each standard is assessed. Each grade level's IFC lists when each standard is assessed utilizing School City. Data is analyzed and it is determined if standard is mastered or if there needs to be remediation.

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

Using data from School City assessments, teachers use the data to strategically plan differentiated 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)?

Using data from School City assessments, teachers use the data to strategically plan differentiated instruction. This includes one-on-one instruction, as well as small groups and centers targeted on specific standards based on the data.

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

- Administration walk throughs
- Pre and Post-Observation conferences
- Grade level team meetings

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

Balanced literacy is ensured through:

- Classroom libraries with a mix of 50% fiction and 50% non-fiction books
- Incorporating literacy through Science STEM Scopes and Social Studies Anchor texts
- Teacher access to a Leveled Reading Resource room
- Periodicals such as Scholastic News and Storyworks
- Interactive Read aloud with students
- Guided reading
- Shared Reading
- Independent reading
- Modeled, guided, shared and independent writing.

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. Wildcat 360.com/monthly
2. Social Emotional Competencies – Kids of Characters
3. Lunch Bunch with Guidance Counselor
4. Support Groups with Guidance Counselor

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

Our guidance counselor uses lunch bunch with Kid of Character traits. Common SEL language throughout campus, CHAMPS, support groups with guidance counselor, and use of monthly modules through Wildcat 360.com, as well as Kids of character lunch bunch with guidance counselor.

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

- Utilize Wildcat 360 schoolwide monthly and as needed.
- Our guidance counselor runs support groups.
- Our guidance counselor runs twice weekly lunch bunch with students with a focus on Kids of Character

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Small flexible reading groups based on student data and observations, LLI, Reading Plus, School City assessments, higher DOK questioning, balanced literacy, interaction, shared, guided and independent reading and writing.	Classroom Teachers, Reading Specialist, and Administration	5/30/2019	Balanced Literacy trainings	\$0.00
1. Analyze data from School City Assessments 2. Small group instruction 3. Use Personal Math Trainer from Go Math 4. Team Planning 5. Math PLC	Administration and Instructional Coaches	5/31/2019	Math PLC	\$0.00

School Improvement Plan (SIP)

School Name Westchester ES (2681)

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
2681 Reading and 2681 Math/ K- 2 Meet on 1st and 3rd Tuesday, 3 - 5 meet on 2nd and 4th Tuesday	Tuesday	1st2nd3rd4th	9/18/2018 - 4/30/2019	2:15 PM - 3:15 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
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01	195	12.30	0.00	0.00	23.10	2.10
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04	207	11.10	0.00	0.00	13.00	2.90
05	249	7.20	0.40	0.00	12.90	2.00

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

The Intervention strategies we implement at Westchester are the following:
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 Literacy Tool Kit
 Foundations
 Moving with Math
 Touch Math
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 Personal Math Trainer from Go Math

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Wednesday	1st, 2nd, 3rd, 4th, 5th	9/5/2018 - 5/29/2019	8:00 AM - 1:45 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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2681_SAC_Bylaws_2018-2019.docx	September	SAC ByLaws	10/22/2018
2681_SAC_SAF_Meeting_Dates_2018-2019.docx	August	Developed	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
6	460	30 of 118	1	55	110

Goals

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

The area of focus for improving student achievement is the percent of students making learning gains in FSA mathematics. This area was chosen due to a nine percent decrease from 2017 to 2018.

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 continue to use Grade level common assessments and performance tasks. Tier 1 small group instruction in reading and math. Targeted reading and math interventions for all struggling students. Professional Learning Communities will address Science and Literacy. Quarterly data chats with all grade levels. Continue LLI in primary grades.

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

Intermediate grades will participate in School City assessments with questions that mirror expected depths of knowledge questioning of FSA. Students in grades 3 - 5 will also continue using Reading Plus. Students will be assessed using common performance tasks and teachers will collaborate. Teachers will use Instructional Focus Calendars and Scope and Sequence Maps to ensure the necessary standards are covered in a timely manner.

School City assessments will also be used in grades 1 and 2. Reading Plus is also being utilized in grade 2.

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

BAS level data is collected twice during each assessment period. School City data is analyzed after each standard is assessed. Each grade level's IFC lists when each standard is assessed utilizing School City. Data is analyzed and it is determined if standard is mastered or if there needs to be remediation.

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Using data from School City assessments, teachers use the data to strategically plan differentiated instruction. This includes one-on-one instruction, as well as small groups and centers targeted on specific standards based on the data.

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

- Administration walk throughs
- Pre and Post-Observation conferences
- Grade level team meetings

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

Balanced literacy is ensured through:

- Classroom libraries with a mix of 50% fiction and 50% non-fiction books
- Incorporating literacy through Science STEM Scopes and Social Studies Anchor texts
- Teacher access to a Leveled Reading Resource room
- Periodicals such as Scholastic News and Storyworks
- Interactive Read aloud with students
- Guided reading
- Shared Reading
- Independent reading
- Modeled, guided, shared and independent writing.

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. Wildcat 360.com/monthly
2. Social Emotional Competencies – Kids of Characters
3. Lunch Bunch with Guidance Counselor
4. Support Groups with Guidance Counselor

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

Our guidance counselor uses lunch bunch with Kid of Character traits. Common SEL language throughout campus, CHAMPS, support groups with guidance counselor, and use of monthly modules through Wildcat 360.com, as well as Kids of character lunch bunch with guidance counselor.

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

- Utilize Wildcat 360 schoolwide monthly and as needed.
- Our guidance counselor runs support groups.
- Our guidance counselor runs twice weekly lunch bunch with students with a focus on Kids of Character

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Small flexible reading groups based on student data and observations, LLI, Reading Plus, School City assessments, higher DOK questioning, balanced literacy, interaction, shared, guided and independent reading and writing.	Classroom Teachers, Reading Specialist, and Administration	5/30/2019	Balanced Literacy trainings	\$0.00
1. Analyze data from School City Assessments 2. Small group instruction 3. Use Personal Math Trainer from Go Math 4. Team Planning 5. Math PLC	Administration and Instructional Coaches	5/31/2019	Math PLC	\$0.00

School Improvement Plan (SIP)

School Name Winston Park ES (3091)

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
3091 MAFS 5	Wednesday	1st3rd	9/13/2018 - 5/15/2019	2:00 PM - 3:00 PM	5
3091 LAFS 4	Wednesday	1st3rd	9/13/2018 - 5/15/2019	2:00 PM - 3:00 PM	4
3091 LAFS 3	Wednesday	1st3rd	9/13/2018 - 5/15/2019	2:00 PM - 3:00 PM	3
3091 LAFS 2	Wednesday	1st3rd	9/13/2018 - 5/15/2019	2:00 PM - 3:00 PM	2
3091 LAFS 1	Wednesday	1st3rd	9/13/2018 - 5/15/2019	2:00 PM - 3:00 PM	1
3091 LAFS K	Wednesday	1st3rd	9/13/2018 - 5/15/2019	2:00 PM - 3:00 PM	K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	181	10.50	0.00	0.00	15.50	2.80
01	194	12.90	0.00	0.00	17.00	5.20
02	217	11.50	0.00	0.00	11.50	1.80
03	210	6.70	0.00	0.00	17.10	2.90
04	213	9.40	0.00	0.00	11.70	1.90
05	212	7.10	0.00	0.00	17.50	1.90

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

The school utilizes MTSS/RtI to support the academic improvement of students identified by the early warning system. The Collaborative Problem Solving Team meets every Tuesday to discuss students experiencing academic difficulties. Students identified by the early warning system and the classroom teacher are referred to Response to Intervention. A team consisting of administration, guidance, ESE, 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 other indicators that may be hindering student progress and collaborate with the school social worker to provide support. This process is continuous and allows the team to monitor the academic performance of students across many different grade and ability levels.

1. What specific school – level progress monitoring data is collected and how often at school level to determine that students are progressing toward the school and district goals? The school uses several progress monitoring tool to determine student levels and how they are progressing toward mastery of school and district goals.
 - o Benchmark Assessment System- All students K-3 and Level 1 and 2 students in 4-5. This is collected and analyzed three times per year.
 - o Letter Names, Sounds and Concepts of Print- All K students are provided this four times per year.
 - o i-Ready Diagnostic- Given to all students K-5 for reading and math. This data is collected and analyzed three times per year.
 - o Standards Mastery Assessments- Provided to students in 2-5. The is given after every instructional cycle according to the grade level curriculum map.
 - o Keystones- All third grade students are given this eight times per year.
2. What instructional materials including core, supplemental, and intervention programs are used to inform instruction based on students' needs? The school utilizes a variety of programs to meet student needs
 - o Journeys
 - o Go Math
 - o Engage NY
 - o Leveled Readers
 - o Content Area Readers
 - o Leveled Literacy Intervention
 - o Super QAR
 - o Foundations
 - o Phonics for Reading
 - o Quick Reads
 - o DBQ
 - o Journeys Write-In Reader and Toolkit
 - o Go Math Intervention
 - o Number Worlds
3. How does the school ensure the fidelity of students not progressing towards school and district goals receiving appropriate interventions? See Above Response
4. How does the school ensure that all classroom instruction is accessible to the full range of learners using Universal Design for Learning (UDL) principles? The school utilizes the UDL Framework and looks at providing multiple means of engagement, multiple means of representation, and multiple means of action and expression. The school uses the UDL Planning Template to ensure that considerations relevant to student learning preferences, possible barriers, and support needs are addressed.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/21/2018 - 5/28/2019	8:00 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Committee-Membership.pdf	November	Monitored	11/5/2018
Sign-in-Sheets-August--September--October--2018--Winston-Park-Elementary.pdf	October	Monitored	11/3/2018
SAC-Minutes-September-2018-A.docx	September	Developed	11/2/2018
SAC-agenda-october-2018.docx	October	Monitored	11/2/2018
Winston-Park-Elementary-SAC-Bylaws.html	September	SAC ByLaws	9/14/2018
SAC-SAF-2018-2019-Dates.pdf	September	Monitored	9/14/2018
SAC-Agenda-September-2018-A.docx	September	SAC ByLaws	9/14/2018
August--2018-SAC-Agenda.pdf	August	Monitored	9/14/2018
SAC-Minutes-September-2018-A.docx	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
5	412	63 of 149	1	89	178

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?

Winston Park's Florida Standards Assessment results show that 58% of the third graders, 73% of the fourth graders, and 63% of the fifth grade students are proficient in English Language Arts. In math, 69% of third graders, 77% for the fourth graders, and 63% of the fifth graders are proficient in the Mathematics. As a result of the data analysis, the 2018-2019 focus will be English Language Arts (ELA).

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

The BEST Practices that Winston Park Elementary School will utilize to scale-up to improve teaching and learning in order to increase performance within the SES Band are:

- Embedded High Quality RTI Process- The goal or purpose of this best practice is use student academic and/or behavior information to better identify students with learning or behavior needs in order to give students the necessary supportive interventions that will maximize their full potential and learning.
- Implementation of School City will provide common standards-based formative assessments.
- Stars on Parade will be scaled up to include third grade students. Students will participate in walk to reading to receive targeted interventions.
- School wide PLC focusing on CARE (Curriculum, Assessment, Remediation and Enrichment) to include School City assessments.
- Utilization of an additional research-based intervention, Visualizing and Verbalizing.

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

The BEST Practices listed below will be scaled-up:

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

The identified BEST Practices will be scaled up as follows:

- An Embedded High Quality RTI Process. This BEST Practice will be scaled up by following an Comprehensive MTSS/RTI/CPST Action Plan that focuses on making the MTSS/RTI/CPST process better by making sure all classroom teachers understand the logistics of the MTSS Framework, the purpose of the framework, how the framework will be utilized.

- The School City Assessments: Standards -based formative assessments will facilitate progress monitoring. Moreover, a assessment calendar that is aligned to the curriculum map will be created. This will ensure that assessments are aligned with what students are learning.
- School wide PLC focusing on CARE (Curriculum, Assessment, Remediation and Enrichment) to include School City assessment data analysis. The data analysis will be utilized to make instructional decisions.
- Our walk to reading program has been scaled up to include students in kindergarten through third grade.
- Visualizing and Verbalizing will be utilized to address comprehension needs. Our Speech Pathologist will aide in training and support for the implementation.

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:

- School City Formative Assessments
- i-Ready Standards Mastery
- i-Ready Diagnostic Assessment
- Quarterly Benchmark Assessment System (BAS) Running Records
- Annual Broward Standards Assessment (Mid-Year)
- Annual Florida Standards Assessment (End-of-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, are essential 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?

Winston Park ensures that the needs of students not progressing towards school and district goals are met by providing research-based interventions to the students who are not meeting quaterly benchmarks. Students are identified through the Response to Intervention process and participate in our Stars on Parade walk to reading intervention program. Appropriate interventions are identified through the collection BAS data, the i-Ready diagnostic and additionbal Benchmark Assessment System optional assessments. These assessments provide vital information relevant to the students' area of weakness including phonological awareness, phonics, word features and comprehension. Students are then provided with the targeted interventions through our Stars on Parade walk to reading program. Students receive targeted interventions for 30 minutes each day in their area of weakness. Student progress is monitored through professional learning communities and in conjunction with the Collaborative Problem Solving Team.

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 utilizes the UDL Framework and looks at providing multiple means of engagement, multiple means of representation, and multiple means of action and expression. The school uses the UDL Planning Template to ensure that considerations relevant to student learning preferences, possible barriers, and support needs are addressed.

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

Winston Park Elementary will ensure that Tier I classroom instruction is standards-based. Our standards based curriculum maps will provide a scope and sequence for instructional delivery. Formative assessments will be aligned to the curriculum map. Data will be collected and analyzed in data chats and through professional learning communities. During classroom walkthroughs, administrators will look for evidence of standards based instruction. Instructional coaches will provide support 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?

Winston Park will utilize the Journeys core reading program. Students will be engaged in i-Ready and Accelerated Reader to support student academic achievement. To ensure that students have access to informational text for each content area teachers will utilize Journeys, the Scholastic Reading Leveled Library as well as the Social Studies and Science classroom leveled readers. Additionally, teachers have access to the online Science A-Z and Defined Stem resources. The teachers are able to select a variety of texts to read in whole group lessons and small guided reading groups. When selecting books, teachers must consider the students' instructional level, interest level and the students' reading teaching targets.

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

The Social Emotional Learning Standards are addressed throughout the school day. Teachers ensure that students are consistently working on the standards. The school climate and culture are fostered with the Social Emotional Learning Standards as a guide. Students are guided to demonstrate positive character traits and work cooperatively while developing goals, positive relationships and decision making skills.

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

Winston Park utilizes the following to explicitly teach and integrate school-wide Social Emotional Learning competencies:

- Harmony
- CHAMPS
- Character Education
- School-wide Behavior Plan

- Expectation Assemblies
- Social Emotional Lab

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

Winston Park supports the social emotional learning of our students through the students expectation assemblies, school-wide behavior plan. The students are engaged in lessons relevant to the character education curriculum. Students that exemplify the character traits are nominated monthly as recipients of a character award. Students are presented with assemblies focused on behavioral expectations, kindness and anti-bullying. Additionally, students have the opportunity to visit the Social Emotional Lab as needed.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Winston Park will utilize School City to generate standards-based assessment	Leadership Team, Teachers	4/30/2019	The leadership team will receive training for School City.	\$7,500.00
Teachers will implement Balanced Literacy K-5.	Teachers	6/5/2019	Teachers will attend the Balanced Literacy Training as needed.	

School Improvement Plan (SIP)

School Name Winston Park ES (3091)

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
3091 MAFS 5	Wednesday	1st3rd	9/13/2018 - 5/15/2019	2:00 PM - 3:00 PM	5
3091 LAFS 4	Wednesday	1st3rd	9/13/2018 - 5/15/2019	2:00 PM - 3:00 PM	4
3091 LAFS 3	Wednesday	1st3rd	9/13/2018 - 5/15/2019	2:00 PM - 3:00 PM	3
3091 LAFS 2	Wednesday	1st3rd	9/13/2018 - 5/15/2019	2:00 PM - 3:00 PM	2
3091 LAFS 1	Wednesday	1st3rd	9/13/2018 - 5/15/2019	2:00 PM - 3:00 PM	1
3091 LAFS K	Wednesday	1st3rd	9/13/2018 - 5/15/2019	2:00 PM - 3:00 PM	K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	181	10.50	0.00	0.00	15.50	2.80
01	194	12.90	0.00	0.00	17.00	5.20
02	217	11.50	0.00	0.00	11.50	1.80
03	210	6.70	0.00	0.00	17.10	2.90
04	213	9.40	0.00	0.00	11.70	1.90
05	212	7.10	0.00	0.00	17.50	1.90

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

The school utilizes MTSS/RtI to support the academic improvement of students identified by the early warning system. The Collaborative Problem Solving Team meets every Tuesday to discuss students experiencing academic difficulties. Students identified by the early warning system and the classroom teacher are referred to Response to Intervention. A team consisting of administration, guidance, ESE, 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 other indicators that may be hindering student progress and collaborate with the school social worker to provide support. This process is continuous and allows the team to monitor the academic performance of students across many different grade and ability levels.

1. What specific school – level progress monitoring data is collected and how often at school level to determine that students are progressing toward the school and district goals? The school uses several progress monitoring tool to determine student levels and how they are progressing toward mastery of school and district goals.
 - o Benchmark Assessment System- All students K-3 and Level 1 and 2 students in 4-5. This is collected and analyzed three times per year.
 - o Letter Names, Sounds and Concepts of Print- All K students are provided this four times per year.
 - o i-Ready Diagnostic- Given to all students K-5 for reading and math. This data is collected and analyzed three times per year.
 - o Standards Mastery Assessments- Provided to students in 2-5. The is given after every instructional cycle according to the grade level curriculum map.
 - o Keystones- All third grade students are given this eight times per year.
2. What instructional materials including core, supplemental, and intervention programs are used to inform instruction based on students' needs? The school utilizes a variety of programs to meet student needs
 - o Journeys
 - o Go Math
 - o Engage NY
 - o Leveled Readers
 - o Content Area Readers
 - o Leveled Literacy Intervention
 - o Super QAR
 - o Foundations
 - o Phonics for Reading
 - o Quick Reads
 - o DBQ
 - o Journeys Write-In Reader and Toolkit
 - o Go Math Intervention
 - o Number Worlds
3. How does the school ensure the fidelity of students not progressing towards school and district goals receiving appropriate interventions? See Above Response
4. How does the school ensure that all classroom instruction is accessible to the full range of learners using Universal Design for Learning (UDL) principles? The school utilizes the UDL Framework and looks at providing multiple means of engagement, multiple means of representation, and multiple means of action and expression. The school uses the UDL Planning Template to ensure that considerations relevant to student learning preferences, possible barriers, and support needs are addressed.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/21/2018 - 5/28/2019	8:00 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Committee-Membership.pdf	November	Monitored	11/5/2018
Sign-in-Sheets-August--September--October--2018--Winston-Park-Elementary.pdf	October	Monitored	11/3/2018
SAC-Minutes-September-2018-A.docx	September	Developed	11/2/2018
SAC-agenda-october-2018.docx	October	Monitored	11/2/2018
Winston-Park-Elementary-SAC-Bylaws.html	September	SAC ByLaws	9/14/2018
SAC-SAF-2018-2019-Dates.pdf	September	Monitored	9/14/2018
SAC-Agenda-September-2018-A.docx	September	SAC ByLaws	9/14/2018
August--2018-SAC-Agenda.pdf	August	Monitored	9/14/2018
SAC-Minutes-September-2018-A.docx	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
5	412	63 of 149	1	89	178

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?

Winston Park's Florida Standards Assessment results show that 58% of the third graders, 73% of the fourth graders, and 63% of the fifth grade students are proficient in English Language Arts. In math, 69% of third graders, 77% for the fourth graders, and 63% of the fifth graders are proficient in the Mathematics. As a result of the data analysis, the 2018-2019 focus will be English Language Arts (ELA).

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

The BEST Practices that Winston Park Elementary School will utilize to scale-up to improve teaching and learning in order to increase performance within the SES Band are:

- Embedded High Quality RTI Process- The goal or purpose of this best practice is use student academic and/or behavior information to better identify students with learning or behavior needs in order to give students the necessary supportive interventions that will maximize their full potential and learning.
- Implementation of School City will provide common standards-based formative assessments.
- Stars on Parade will be scaled up to include third grade students. Students will participate in walk to reading to receive targeted interventions.
- School wide PLC focusing on CARE (Curriculum, Assessment, Remediation and Enrichment) to include School City assessments.
- Utilization of an additional research-based intervention, Visualizing and Verbalizing.

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

The BEST Practices listed below will be scaled-up:

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

The identified BEST Practices will be scaled up as follows:

- An Embedded High Quality RTI Process. This BEST Practice will be scaled up by following an Comprehensive MTSS/RTI/CPST Action Plan that focuses on making the MTSS/RTI/CPST process better by making sure all classroom teachers understand the logistics of the MTSS Framework, the purpose of the framework, how the framework will be utilized.

- The School City Assessments: Standards -based formative assessments will facilitate progress monitoring. Moreover, a assessment calendar that is aligned to the curriculum map will be created. This will ensure that assessments are aligned with what students are learning.
- School wide PLC focusing on CARE (Curriculum, Assessment, Remediation and Enrichment) to include School City assessment data analysis. The data analysis will be utilized to make instructional decisions.
- Our walk to reading program has been scaled up to include students in kindergarten through third grade.
- Visualizing and Verbalizing will be utilized to address comprehension needs. Our Speech Pathologist will aide in training and support for the implementation.

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:

- School City Formative Assessments
- i-Ready Standards Mastery
- i-Ready Diagnostic Assessment
- Quarterly Benchmark Assessment System (BAS) Running Records
- Annual Broward Standards Assessment (Mid-Year)
- Annual Florida Standards Assessment (End-of-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, are essential 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?

Winston Park ensures that the needs of students not progressing towards school and district goals are met by providing research-based interventions to the students who are not meeting quaterly benchmarks. Students are identified through the Response to Intervention process and participate in our Stars on Parade walk to reading intervention program. Appropriate interventions are identified through the collection BAS data, the i-Ready diagnostic and additionbal Benchmark Assessment System optional assessments. These assessments provide vital information relevant to the students' area of weakness including phonological awareness, phonics, word features and comprehension. Students are then provided with the targeted interventions through our Stars on Parade walk to reading program. Students receive targeted interventions for 30 minutes each day in their area of weakness. Student progress is monitored through professional learning communities and in conjunction with the Collaborative Problem Solving Team.

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 utilizes the UDL Framework and looks at providing multiple means of engagement, multiple means of representation, and multiple means of action and expression. The school uses the UDL Planning Template to ensure that considerations relevant to student learning preferences, possible barriers, and support needs are addressed.

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

Winston Park Elementary will ensure that Tier I classroom instruction is standards-based. Our standards based curriculum maps will provide a scope and sequence for instructional delivery. Formative assessments will be aligned to the curriculum map. Data will be collected and analyzed in data chats and through professional learning communities. During classroom walkthroughs, administrators will look for evidence of standards based instruction. Instructional coaches will provide support 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?

Winston Park will utilize the Journeys core reading program. Students will be engaged in i-Ready and Accelerated Reader to support student academic achievement. To ensure that students have access to informational text for each content area teachers will utilize Journeys, the Scholastic Reading Leveled Library as well as the Social Studies and Science classroom leveled readers. Additionally, teachers have access to the online Science A-Z and Defined Stem resources. The teachers are able to select a variety of texts to read in whole group lessons and small guided reading groups. When selecting books, teachers must consider the students' instructional level, interest level and the students' reading teaching targets.

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

The Social Emotional Learning Standards are addressed throughout the school day. Teachers ensure that students are consistently working on the standards. The school climate and culture are fostered with the Social Emotional Learning Standards as a guide. Students are guided to demonstrate positive character traits and work cooperatively while developing goals, positive relationships and decision making skills.

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

Winston Park utilizes the following to explicitly teach and integrate school-wide Social Emotional Learning competencies:

- Harmony
- CHAMPS
- Character Education
- School-wide Behavior Plan

- Expectation Assemblies
- Social Emotional Lab

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

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