

School Improvement Plan (SIP)

School Name Bayview ES (0641)

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
Bayview Elementary School ELA Data Teams	Wednesday	1st3rd	8/22/2018 - 5/22/2019	2:15 PM - 3:00 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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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	93	6.50	0.00	0.00	7.50	1.10
01	99	10.10	0.00	0.00	6.10	0.00
02	106	5.70	0.00	0.00	8.50	0.90
03	96	4.20	0.00	0.00	1.00	0.00
04	128	4.70	0.00	0.00	3.10	0.80
05	105	7.60	0.00	0.00	3.80	0.00

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

In the area of Reading, we deliver the "Letter Book" to our Kindergarten students. They also receive Foundations. In First Grade, our students do Foundations, ALL and LLI. Our Second Graders, receive Phonics for Reading, Quick Reads and Super QAR, as well as double dosing in Guided Reading. Our Third graders, receive Phonics for Reading, Quick Reads and Super QAR. Fourth Grade and Fifth grade uses Phonics for Reading, REWARDS, Quick Reads, Super QAR, Achieve 3000 and double dosing in Guided Reading. This year i-Ready will be used in both reading and math as an additional formative assessment tool, as well as, a resource for reading and math interventions.

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	2nd, 4th	8/28/2018 - 5/28/2019	8:00 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Composition-Report-.pdf	October	None	10/26/2018
SAC-Meeting-Dates-2018-2019.docx	September	None	10/25/2018
SAC_October_Recognition-Funds-Ballot.pdf	October	A+ Funds	10/17/2018
SAC_September_Bylaws.pdf	September	SAC ByLaws	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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
9	564	5 of 65	4	14	27

Goals

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

Based on the SES Band Data, we will work on increasing the percentage of students earning a 3 or higher in ELA, with a focus on our lowest 25% and learning gains.

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

We will work on our goal through PLCs and RtI.

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

PLCs will meet bi-monthly for teams to collaborate on standards-based planning, sharing of best practices, and analyzing data. Third-Fifth grade teachers will receive additional information on calculating and analyzing learning gains. The entire staff will be given professional development on the process of analyzing data to determine students' intervention needs. In addition, our CPST team will continue to meet bi-monthly with teachers and families to monitor the progress of our lowest 25%.

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

Data chats will be held quarterly for all teachers to meet with administration and support staff to review i-Ready diagnostic results, fluency rates, phonics for reading scores, BAS levels, math pre-req and chapter test averages, and all intervention progress monitoring data. Intervention progress monitoring subtests are given after every five intervention lessons.

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

Administration and Support Staff assist teachers in monitoring student data quarterly to analyze and discuss student progress. CPST meetings are held bi-monthly and intervention data is collected and analyzed regularly to make appropriate changes to tiers and intervention focus as needed.

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

All teachers implement the components of Balanced Literacy. Teachers use a variety of resources and learning modalities to ensure that all students are able to connect with the instruction. Teachers plan small group, differentiated instruction daily. In addition, teachers use strategies from the ESOL matrix to make instruction accessible for all students. ESE students are provided extra support from para professionals and our ESE teacher with as much push-in to the classrooms as possible.

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

Through PLC meetings, teachers are able to collaborate and plan together on standards based instruction, best practices, and analyzing data. At quarterly data chats, administration reviews teachers' lesson plan books to ensure that standards based lessons are being documented appropriately. Administration completes walk-throughs and observations to witness standards-based instruction is being implemented.

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 kindergarten and first grade classes use FUNdations, Journeys readers, Raz-Kids, Reading A-Z, GoMath!, i-Ready, Science A-Z and STEMscopes. The interventions include a double-dose of FUNdations, A.L.L., and L.L.I.

Our second grade classes use Journeys, LAFS, Achieve 3000, i-Ready, GoMath!, Science A-Z and STEMscopes. The interventions include Phonics for Reading, Quick Reads, and Super QAR/Achieve3000/i-Ready direct instruction for comprehension.

Our third-fifth grade classes use Journeys, LAFS, Achieve 3000, i-Ready, GoMath!, Science A-Z, STEMscopes, and DBQ. The interventions include Phonics for Reading, REWARDS, Quick Reads, and Super QAR/Achieve3000/i-Ready direct instruction for comprehension.

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 incorporate SEL standards into classroom read-alouds and experiences by focusing on character traits and feelings. Our counselor went into classrooms to share the Start with Hello curriculum. Teachers are being

trained in Sanford Harmony. The SEL plan will be shared with the staff and community. Our student council is the SAVE Promise Club and will continue to organize school-wide events to promote connectivity and inclusion.

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

The Sanford Harmony curriculum will address the five competencies of Social Emotional Learning. Teachers consistently encourage self-awareness, social awareness, responsible decision-making, self-management, and relationship skills through small group, whole group, and school-wide. Students are given opportunities to collaborate on projects and deeper thinker. They are given opportunities to share their thoughts and perspectives.

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

The teachers and staff model and demonstrate appropriate interactions and the five competencies of Social Emotional Learning. They provide students with opportunities to be explicitly taught and then apply those components in their daily lives, not only at our school but also within community events.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
We will conduct FSA camp for our lowest 25%	Christina Murphy	5/8/2019		\$3,000.00
We will implement FUNdations, Achieve3000, and i-Ready.	Tonya Frost	6/5/2019		\$18,000.00

School Improvement Plan (SIP)

School Name Bennett ES (0201)

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
Implementing Thinking Maps PLCs	Monday Wednesday	1st3rd	8/20/2018 - 1/16/2019	2:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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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	60	21.70	0.00	0.00	20.00	10.00
01	50	20.00	0.00	0.00	38.00	6.00
02	54	14.80	1.90	0.00	14.80	3.70
03	62	14.50	3.20	0.00	35.50	8.10
04	53	13.20	1.90	0.00	39.60	3.80
05	74	18.90	1.40	0.00	33.80	4.10

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

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

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

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 3rd	8/20/2018 - 6/4/2019	8:30 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
SAC-Meeting-Dates.pdf	October	None	10/25/2018
Bennett-SAC-Composition-Report.pdf	October	None	10/25/2018
SAC-BY-LAWS.pdf	October	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
2	336	88 of 137	3	109	217

Goals

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

Reading is the focus for improving school achievement because we ranked 88 out of 137 schools in 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?

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

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

- Reading Coach will provide modeling of Guided Reading to ensure that teachers are adequately delivering lessons.
- Bi-monthly PLCs on Reading strategies
- Small group instruction is closely monitored by administration to ensure fidelity
- Support Staff provide push-in/pull-out support for bubble students and students in the lowest quartile.

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

The following data is collected:

- Fountas & Pinnell Benchmark Assessment System (BAS) for ELA
- I-Ready Diagnostic Checkpoints for ELA & Math
- Bi-weekly Schoolcity Assessments for Reading, Math and Science

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

To ensure the fidelity of students progressing towards school, and district goals, we will do the following:

- Monitor students attendance
- Implement Tier II RTI strategies as needed
- Provide differentiation of reading 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)?

The school ensures that all classroom instruction is accessible to the full range of learners using UDL for effective instructional planning and delivery by doing the following:

- Balanced Literacy components are modeled by the Literacy Coach.
- Teachers attend district held Balanced Literacy training.
- PLC on effective components of Balanced Literacy Instruction.

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

The schools ensures Tier I Standards-based classroom instruction is implemented properly and effectively by conducting walkthroughs and observations during the reading block to observe Balanced Literacy.

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

Journeys (core)

I-Ready (supplemental program)

LLI, Phonics for Reading for 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?

- Harmony Kits in grades K-5
- District Character Education (monthly trait focus)
- Start with Hello (Sandy Hook Promise Program)
- Pro Social Clubs

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

- School Counselor provided a brief overview of the HARMONY SEL kit
- School Counselor conducted a Start with Hello lesson in grades 2-5
- Monthly Character Trait lessons
- Daily Morning Meetings
- Participation in school-wide initiatives such as Peace Week and Anti-Bullying Week, and Mix It Up at Lunch.

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

- Our school-wide SEL initiatives promote empathy, appreciating diversity and respect for others.
- Partnerships with mental health counselors and the Listeners Program provide extra support for those students that need it.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Conduct weekly RTI meetings to review the needs of students needing assistance.	Rebeca Morgado	5/24/2019	N/A	\$0.00
Implement a Professional Learning Community Calendar to ensure schoolwide focus	MiMi Jensen	5/24/2019	N/A	\$0.00

School Improvement Plan (SIP)

School Name Cooper City ES (1211)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Balanced Literacy through the ELA Standards	Tuesday		10/9/2018 - 5/21/2019	2:15 PM - 3:00 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

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Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	118	12.70	0.00	0.00	16.90	3.40
01	122	9.00	0.00	0.00	10.70	1.60
02	136	5.10	0.00	0.00	13.20	0.70
03	141	7.10	0.70	0.00	9.20	2.80
04	120	5.80	0.00	0.00	17.50	0.00
05	147	7.50	0.70	0.00	10.20	1.40

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

- Within the first six weeks of school, CCE identified all Tier 2 & 3 RtI / PMP Reading and Math students, placed them in a research-based program, and began delivering instruction.
- The school’s established Progress Monitoring data points are used to assess student needs, including BAS, ELA and Math Core Pre-Requisite Tests. .
- Within the first two weeks of school, teachers received lists of students who were scheduled to continue RtI programming from the previous year and these students seamlessly continued their tiered intervention programming from last year to this school year in the areas of reading and math.
- Tiered intervention instruction is delivered by Classroom Teachers, Special Area Teachers, Highly Qualified ESPs, and the Literacy Coach as follows:
- Classroom Teachers and Highly Qualified ESPs - Tier 2 ELA interventions 3 times a week for 20 minutes following the guided lesson plans within the intervention programs with bi-weekly progress monitoring using in-program assessments to monitor and graph progress.
- Elem Ed. Certified Special Area Teachers, Classroom Teachers, and Literacy Coach – Tier 3 ELA interventions 30 minutes pull out daily with bi-weekly progress monitoring using in-program assessments to monitor and graph progress.
- Classroom Teachers – Tier 2 math students use the iReady tools for instruction and tutorials weekly. Based on areas of deficiency identified in iReady, teachers meet students in small groups to receive

targeted instruction.

- Monitoring the implementation of all RtI interventions is primarily the responsibility of the Literacy Coach and principal, including observations of lessons and tracking data. Progress monitoring is checked weekly for Tier 2& 3 students by both the interventionist/teacher & principal in order to review areas of concern and to determine plans for continued instruction. Tier 2 student progress is monitored bi-weekly by the classroom teacher to inform instruction and to determine further action.
- Interventions are recorded in BASIS. Data is reported to the Administration and the Support Team through Data Chats, and CPST meetings with parents.
- Typically, students are programmed in interventions for six-week periods. At the conclusion of a six week period, the CPST and the teacher determine if the intervention will continue, discontinue, or if it needs amending. Parents participate in CPST meetings and RtI meetings, which may result in a child being placed in an academic Tier 3 intervention.
- To close learning gaps, the following research-based interventions are taken from the district MTSS plan, and are used with CCE students in the following areas:
 - Kindergarten Foundations (phonemic awareness)/LLI
 - Grade 1 Phonics for Reading/Reading Mastery (phonics)/Tools For instruction ELA & Math
 - Grade 2 Read, Reason, Write/Phonics for Reading/Quick Reads (phonics and reading comprehension)/Tools For instruction ELA & Math/LLI/Curious about Words
 - Grade 3 Read, Reason, Write (reading comprehension)STARS & CARS/ STAMS & CAMS/Phonics for Reading/Tools For instruction ELA & Math
 - Grade 4 Read, Reason, Write (reading comprehension)STARS & CARS/ STAMS & CAMS/Phonics for Reading/Tools For instruction ELA & Math/Jouneys Literacy Tool Kit
 - Grade 5 Read, Reason, Write (reading comprehension)STARS & CARS/ STAMS & CAMS/Phonics for Reading/Tools For instruction ELA & Math/Jouneys Literacy Tool Kit

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/26/2018 - 4/24/2019	7:30 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
iready-report.pdf	Standard 5: Using Results for Continuous (5.1)	10/26/2018
Literacy-Newsletter-10.22.18.pdf	Standard 3: Teaching and Assessing for Learning (3.1)	10/26/2018
science-a-z-resources.docx	Standard 3: Teaching and Assessing for Learning (3.4, 3.5)	10/26/2018

File Name	Standards & Indicator	Upload Date
readacrossbrowardininvite.pdf	Standard 1: Purpose and Direction (1.2)	10/26/2018

SCHOOL ADVISORY COUNCIL (SAC)

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SAC Upload Center

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OSQ-Initiatives- -Online-SAC-Composition-Program2018.pdf	October	A+ Funds	10/26/2018
SAC-ByLaws2018.pdf	October	SAC ByLaws	10/25/2018
SAC-Agenda10.24-(1).docx	October	A+ Funds	10/23/2018
SAC9.26.18Notes.docx	October	A+ Funds	10/19/2018
SAC9.26.18.docx	October	A+ Funds	10/3/2018
SAC-Agenda926.docx	September	A+ Funds	9/20/2018
SAC-minutes-8.22.18.pdf	September	A+ Funds	9/12/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
7	465	42 of 119	-465	45	89

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 the 2018-2019 school year is in ELA. By May 2018 Cooper City Elementary ELA proficiency score in the lowest 25% will increase from 53% to 55% as evidenced by the 2018-2019 FSA.

Our primary focus will be to increase learning gains with our lowest 25% of the 4th and 5th grade students. In 2017-2018 FSA, of our 25th percentile students 53% showed learning gains. We hope to increase this by 2% in the 2018-2019 ELA FSA.

In SES band 7 Cooper City is 46 out of 119.

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?

- Planning and Teaching the standards with rigor and relevance at every grade level
- Standard Based activities
- Standard Based Assessment through i-Read Standard Mastery
- Utilizing Learning Goals and Performance Scales to drive instruction
- Increase rigor and relevance through Document Based Questions - Writing Program grades 4 & 5
- Progress Monitoring of our lowest 25% to increase learning gains through weekly monitoring of Rti Tier 2 and Tier 3 Data folders.

- Focus on instructional strategies by using Marzano High Frequency Elements and Thinking Maps
- Implementing monthly CARE cycles with common assessment data through PLC
- Deliberate and targeted ELA Planning for our weakest reading cluster (Integration of Knowledge and Ideas)
- BAS Calibration to increase fidelity
- Bi-weekly Curriculum Corners for Professional Development
- Media Specialist focusing on our weakest reading cluster
- Monitoring quarterly data templates to track students progress
- Quarterly data chats -individual and team chats to discuss progress of all students, remediation and enrichment activities
- Streamlining online resources to meet the needs of all students through i-Ready and Canvas

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

Professional Development will be provided to teachers in relation to DBQ, i-Ready and Balanced Literacy. Teachers will participate in BAS Calibration to successfully screen their students for deficiencies and to provide the targeted intervention. During data chats teachers will be shown how to analyze their students scale scores and compute how many points they will need to make a learning gain. The team will also analyze the weakest strands for each student, group them accordingly and plan instruction to teach the strand with rigor. Going to continue implementing the push in model for VE instead of the pull out. Will organise a Family Academic Night to keep parents informed of all the schools initiatives and programs.

Professional Learning Community(PLC) will take place bi-monthly utilizing Florida Standard Learning Progression to identify gaps and correct the learning necessary to close the gaps.

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

- Weekly blue progress monitoring folder - Tier 2 and Tier 3 data
- i-Ready lowest 30% reports printed for administration
- Standards Mastery Assessments
- monthly writing samples
- Quarterly data chats
- CPST Team meetings

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

Cooper city ensures the fidelity of students not progressing towards school and district goals through informal and formal observations, parent teacher conferences, quarterly data chats, CPST meetings and referrals as needed, and weekly progress monitoring.

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 instruction is accessible to the full range of learners using UDL through differentiated instruction, collaborative planning, specified student placement for targeted skills intervention groups (phonics for reading, STARS, etc). One to one digital in D3, D4, D5 to support online resources and blended learning. Special teachers align lessons to ELA standards.

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

- PLC planning and implementation of CARE cycles
- Classroom walkthroughs and observations
- Grade level meetings
- Coach observation and support
- Documentation of Tier 1 strategies and data put in BASIS

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

K - Journeys, Foundations, Buzz Books, Reading Mastery, Scholastic Books, Core Social Studies books, Tools for instruction

1 - Journeys, Science scholastic books, core social studies books, Reading mastery, Phonics for reading, Foundations, Tools for Instruction

2 - Journeys, Science Scholastic Books, Core Social Studies, Reading Mastery, Phonics for Reading, Tools for Instruction

3 - Journeys, Science Scholastic Books, Core Social Studies, Reading Mastery, Phonics for Reading, STARS, Tools for instruction, Journeys Tool Kit

4 - Journeys, Science Scholastic Books, Core Social Studies, Reading Mastery, Phonics for Reading, STARS, Tools for instruction, DBQ, Journeys Tool KIT

5- Journeys, Science Scholastic Books, Core Social Studies, Reading Mastery, Phonics for Reading, STARS, Tools for instruction, DBQ, Journeys Tool Kit

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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?

Classroom lessons incorporate social and emotional lessons. Teachers have been trained in Sanford Harmony. School counselor incorporates social thinking into classroom lessons. Counselor pulls groups that focus on social and emotional needs such as self esteem, school retention, anxiety, divorce and social skills.

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

School climate program implements Starts with Hello. Teachers will use conversation starters from Sanford Harmony. Teachers will use Go Leaps Lessons in the classroom. Classroom Management is monitored through CHAMPS program. Teachers have been trained in morning meetings.

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

Our school wide theme is Growing Better Together to create a positive growth theme. Students are awarded life skill awards monthly. Our school invites volunteers as trained listeners for students that need emotional support. Our family counselor speaks with families that need assistance. School based clubs provide opportunities for all students to participate in interest based activities.

Strategies & Activities

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

School Name Croissant Park ES (0221)

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
Croissant Park Elementary PLC's	Tuesday	2nd4th	9/25/2018 - 5/28/2019	2:15 PM - 3:00 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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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	129	21.70	1.60	0.00	43.40	17.10
01	135	19.30	0.70	0.00	31.10	8.10
02	134	13.40	0.00	0.00	33.60	3.00
03	143	19.60	2.10	0.00	27.30	8.40
04	135	17.00	5.90	0.00	26.70	6.70
05	103	26.20	1.90	0.00	28.20	9.70

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

- Within the first six weeks of school, CCE identified all Tier 2 & 3 RtI / PMP Reading and Math students, placed them in a research-based program, and began delivering instruction.
- The school’s established Progress Monitoring data points are used to assess student needs, including BAS, ELA and Math Core Pre-Requisite Tests. .
- Within the first two weeks of school, teachers received lists of students who were scheduled to continue RtI programming from the previous year and these students seamlessly continued their tiered intervention programming from last year to this school year in the areas of reading and math.
- Tiered intervention instruction is delivered by Classroom Teachers, Special Area Teachers, Highly Qualified ESPs, and the Literacy Coach as follows:
- Classroom Teachers and Highly Qualified ESPs - Tier 2 ELA interventions 3 times a week for 20 minutes following the guided lesson plans within the intervention programs with bi-weekly progress monitoring using in-program assessments to monitor and graph progress.
- Elem Ed. Certified Special Area Teachers, Classroom Teachers, and Literacy Coach – Tier 3 ELA interventions 30 minutes pull out daily with bi-weekly progress monitoring using in-program assessments to monitor and graph progress.
- Classroom Teachers – Tier 2 math students use the iReady tools for instruction and tutorials weekly. Based on areas of deficiency identified in iReady, teachers meet students in small groups to receive

targeted instruction.

- Monitoring the implementation of all RtI interventions is primarily the responsibility of the Literacy Coach and principal, including observations of lessons and tracking data. Progress monitoring is checked weekly for Tier 2& 3 students by both the interventionist/teacher & principal in order to review areas of concern and to determine plans for continued instruction. Tier 2 student progress is monitored bi-weekly by the classroom teacher to inform instruction and to determine further action.
- Interventions are recorded in BASIS. Data is reported to the Administration and the Support Team through Data Chats, and CPST meetings with parents.
- Typically, students are programmed in interventions for six-week periods. At the conclusion of a six week period, the CPST and the teacher determine if the intervention will continue, discontinue, or if it needs amending. Parents participate in CPST meetings and RtI meetings, which may result in a child being placed in an academic Tier 3 intervention.
- To close learning gaps, the following research-based interventions are taken from the district MTSS plan, and are used with CCE students in the following areas:
 - Kindergarten Foundations (phonemic awareness)/LLI
 - Grade 1 Phonics for Reading/Reading Mastery (phonics)/Tools For instruction ELA & Math
 - Grade 2 Read, Reason, Write/Phonics for Reading/Quick Reads (phonics and reading comprehension)/Tools For instruction ELA & Math/LLI/Curious about Words
 - Grade 3 Read, Reason, Write (reading comprehension)STARS & CARS/ STAMS & CAMS/Phonics for Reading/Tools For instruction ELA & Math
 - Grade 4 Read, Reason, Write (reading comprehension)STARS & CARS/ STAMS & CAMS/Phonics for Reading/Tools For instruction ELA & Math/Jouneys Literacy Tool Kit
 - Grade 5 Read, Reason, Write (reading comprehension)STARS & CARS/ STAMS & CAMS/Phonics for Reading/Tools For instruction ELA & Math/Jouneys Literacy Tool Kit

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	2nd, 3rd, 4th	8/27/2018 - 5/6/2019	8:00 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Composition1819.pdf	October	Monitored	10/26/2018
SAC-Bylaws-1819.pdf	October	SAC ByLaws	10/26/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAF_9_18.pdf	October	None	10/18/2018
SAC9_2018.pdf	October	Developed	10/18/2018
SAC-1819-membership.pdf	October	Monitored	10/18/2018
School-Advisory-Council-meeting-dates-1819.docx	October	Developed	10/18/2018
SAC-1819.pdf	August	Developed	8/29/2018
SAC818.pdf	August	Monitored	8/29/2018

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	364	64 of 137	1	95	189

School Improvement Plan (SIP)

School Name Croissant Park ES (0221)

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
Croissant Park Elementary PLC's	Tuesday	2nd4th	9/25/2018 - 5/28/2019	2:15 PM - 3:00 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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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	129	21.70	1.60	0.00	43.40	17.10
01	135	19.30	0.70	0.00	31.10	8.10
02	134	13.40	0.00	0.00	33.60	3.00
03	143	19.60	2.10	0.00	27.30	8.40
04	135	17.00	5.90	0.00	26.70	6.70
05	103	26.20	1.90	0.00	28.20	9.70

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

- Within the first six weeks of school, CCE identified all Tier 2 & 3 RtI / PMP Reading and Math students, placed them in a research-based program, and began delivering instruction.
- The school’s established Progress Monitoring data points are used to assess student needs, including BAS, ELA and Math Core Pre-Requisite Tests. .
- Within the first two weeks of school, teachers received lists of students who were scheduled to continue RtI programming from the previous year and these students seamlessly continued their tiered intervention programming from last year to this school year in the areas of reading and math.
- Tiered intervention instruction is delivered by Classroom Teachers, Special Area Teachers, Highly Qualified ESPs, and the Literacy Coach as follows:
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- Elem Ed. Certified Special Area Teachers, Classroom Teachers, and Literacy Coach – Tier 3 ELA interventions 30 minutes pull out daily with bi-weekly progress monitoring using in-program assessments to monitor and graph progress.
- Classroom Teachers – Tier 2 math students use the iReady tools for instruction and tutorials weekly. Based on areas of deficiency identified in iReady, teachers meet students in small groups to receive

targeted instruction.

- Monitoring the implementation of all RtI interventions is primarily the responsibility of the Literacy Coach and principal, including observations of lessons and tracking data. Progress monitoring is checked weekly for Tier 2& 3 students by both the interventionist/teacher & principal in order to review areas of concern and to determine plans for continued instruction. Tier 2 student progress is monitored bi-weekly by the classroom teacher to inform instruction and to determine further action.
- Interventions are recorded in BASIS. Data is reported to the Administration and the Support Team through Data Chats, and CPST meetings with parents.
- Typically, students are programmed in interventions for six-week periods. At the conclusion of a six week period, the CPST and the teacher determine if the intervention will continue, discontinue, or if it needs amending. Parents participate in CPST meetings and RtI meetings, which may result in a child being placed in an academic Tier 3 intervention.
- To close learning gaps, the following research-based interventions are taken from the district MTSS plan, and are used with CCE students in the following areas:
 - Kindergarten Foundations (phonemic awareness)/LLI
 - Grade 1 Phonics for Reading/Reading Mastery (phonics)/Tools For instruction ELA & Math
 - Grade 2 Read, Reason, Write/Phonics for Reading/Quick Reads (phonics and reading comprehension)/Tools For instruction ELA & Math/LLI/Curious about Words
 - Grade 3 Read, Reason, Write (reading comprehension)STARS & CARS/ STAMS & CAMS/Phonics for Reading/Tools For instruction ELA & Math
 - Grade 4 Read, Reason, Write (reading comprehension)STARS & CARS/ STAMS & CAMS/Phonics for Reading/Tools For instruction ELA & Math/Jouneys Literacy Tool Kit
 - Grade 5 Read, Reason, Write (reading comprehension)STARS & CARS/ STAMS & CAMS/Phonics for Reading/Tools For instruction ELA & Math/Jouneys Literacy Tool Kit

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	2nd, 3rd, 4th	8/27/2018 - 5/6/2019	8:00 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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SAC-Composition1819.pdf	October	Monitored	10/26/2018
SAC-Bylaws-1819.pdf	October	SAC ByLaws	10/26/2018

File Name	Meeting Month	Document Type	Uploaded Date
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SAC9_2018.pdf	October	Developed	10/18/2018
SAC-1819-membership.pdf	October	Monitored	10/18/2018
School-Advisory-Council-meeting-dates-1819.docx	October	Developed	10/18/2018
SAC-1819.pdf	August	Developed	8/29/2018
SAC818.pdf	August	Monitored	8/29/2018

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	364	64 of 137	1	95	189

School Improvement Plan (SIP)

School Name Embassy Creek Elementary School (3191)

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
3191 SCI 5	Tuesday	1st3rd	9/11/2018 - 5/7/2019	2:00 PM - 3:00 PM	5
3191 SCI 4	Tuesday	1st3rd	9/11/2018 - 5/7/2019	2:00 PM - 3:00 PM	4
3191 ELA 3	Tuesday	1st3rd	9/11/2018 - 5/7/2019	2:00 PM - 3:00 PM	3
3191 ELA 2	Tuesday	1st3rd	9/11/2018 - 5/7/2019	2:00 PM - 3:00 PM	2
3191 ELA 1	Tuesday	1st3rd	9/11/2018 - 5/7/2019	2:00 PM - 3:00 PM	1
3191 ELA K	Tuesday	1st3rd	9/11/2018 - 5/7/2019	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	186	1.60	0.00	0.00	5.90	1.10
01	185	4.90	0.00	0.00	11.40	1.10
02	199	5.00	0.00	0.00	10.60	1.00
03	203	5.90	0.00	0.00	5.90	0.50
04	262	5.70	0.00	0.00	11.10	1.90
05	208	5.30	0.00	0.00	8.20	1.00

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

For Reading Interventions, specifically, phonemic awareness and phonics, Wilson Foundations, Wilson Reading, Great Leaps, Just Words, Road to the Code will be used.

For Fluency interventions, Great Leaps and Quick Reads will be used. Students will also get leveled weekly fluency to practice at home.

For Oral Language Interventions, Visual & Verbalizing groups will be implemented.

For Comprehension interventions, we will be using Soar to Success, QAR, Journey's Tool Kit, and I-Ready LAFS

The following All-Encompassing Programs will be used for Reading Interventions: L.L.I, Literacy Tool Kit, I-

Ready.

For Math Interventions the following programs will be used: Touch Math, Moving With Math, Go Math Strategic & Intensive Interventions and I-Ready, Reflex Math

RtI Team Meeting Schedule

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

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
SchoolPerformanceProjections_August2018.doc	September	None	11/2/2018
SAC-Com.-sign-in-sheet-Sept.-20--2018.pdf	September	A+ Funds	11/2/2018
SAC-Guest-sing-in-sheet-Sept.-20--2018.pdf	September	A+ Funds	11/2/2018
SAC-Agenda-September-20--2018.pdf	September	A+ Funds	11/2/2018
SACByLaws20182019.pdf	October	SAC ByLaws	10/25/2018
SAC-Meeting-Dates.docx	October	Developed	10/16/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
9	509	28 of 65	-509	41	82

Goals

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

According to 2018, 81% of our students in third through fifth grade were proficient in the Reading FSA. This is a three percent increase from our previous 2017 Reading FSA proficiency. Embassy Creek is currently using a blended learning model to increase Reading score in grades 3-5, as well as implementing i-Ready as an interventions program from all grades. In addition, we will be scaling up our practice by providing training and enforcing Balanced Literacy in all grades in particular interactive read aloud, shared reading.

According to 2018, 84% of our students in third through fifth grade were proficient in the MATH FSA. This is five percent increase from the previous 2017 MATH FSA proficiency. ECE is currently using Reflex Math (Grades 2-5) as a fluency tool for all classes 2-5 as well as implementing I-Ready Math for all grade levels.

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?

Foundations in all K-1 Classes
Pre- Mid- Post Diagnostics in i-Ready
Leveled Non-Fiction and Fiction Literacy Interventions
Team-created Instructional Focus Calendar
Comprehension QAR Strategies
REFLEX Math

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

Last year we focused on guided reading as part of Balanced Literacy. This year our Balanced Literacy focus will be on Interactive Read Alouds for our first semester and Shared Reading for our second semester.

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

School level progress monitoring data that is collected is the Benchmark Assessment System (BAS) data. It is collected three times a year in November, February and May.

I-Ready's Reading and Math Diagnostics which is also collected three times a year in October, January and May.

Broward Student Assessment (BSA) for third-fifth grade students in January.

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

In response to the I-Ready Diagnostics, teachers will meet with their grade level teams to identify the students that need interventions.

Administrative team will meet with grade levels for Quartely data chats to identify and discuss student weaknesses.

Students that meet the progress monitoring plan criteria will be put on the plan and interventions will be put in place to meet the need of the student.

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 are effectively instructing a diverse group of learners by applying the three UDL principals (listed below):

Engagement: Teachers are using multiple ways to motivate their students by providing them choices for how to grasp new concepts, as well as choices on tools and strategies they can use to interact with new content.

Representation: Teachers are providing text, audio, video and hands-on learning to give all students a chance to access the material in whichever way is best suited to their learning strengths.

Action and Expression: Teachers are giving students more than one way to interact with the material and show what they've learned.

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

Teachers are participating in Professional Learning Communities (PLC) twice a month as well as Team Meetings to plan. We are also seeing a decrease in Tier 2 and 3 academic interventions which support that the Tier 1 strategies are being implemented properly and effectively within the academic setting.

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 are using a wide variety of text within the classroom for core, supplemental, and intervention programs.

Kindergarten through Second Grade- Journeys, Foundations, Just Words, Phonics for Reading, Accessible Literacy Learning, Great Leaps, Leveled Literacy Intervention (LLI), Visualizing and Verbalizing, Write-In Reader (Grades 1-2), Reading Tool kit

Third Grade- Journeys, Keystones, Soar to Success, Phonics for Reading, Great Leaps, Visualizing and Verbalizing, Write-In Reader, Reading Tool kit

Fifth Grade- Journeys, DBQ, Rewards, Soar to Success, Great Leaps, Just Words, Visualizing and Verbalizing, Write-In Reader, Literacy Tool kit

The school ensures students have access to a balance of literary and informational text in a variety of mediums by providing classroom teachers have a wide variety leveled texts within the classroom. The school also has a resource room with supplemental and intervention resources available for teachers.

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 focuses on creating an inclusive environment where all students feel supported, engaged and connected. Some of the programs our school implementst to ensure students are developing social and emotional skills are: Project Wisdom, Social Thinking, Zone of Regulation, Say Hello, Peace Week, Red Ribbon Week, No One Eats Alone, Mentoring, Digital Citizenship Week.

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

Below are 5 competencies of Social Emotional Learning that are being implemented school wide:

Self Awareness- Teachers incorporate social emotional themes in their read alouds that focus on recognizing feelings and emotions.

Self Management- Future Focus Fridays is when students are given brief amount of time to establish goals, reflect on pass goals, rework established goals and/or set new goals.

Social Awareness- The SEL program integrated through the curriculum are- social thinking, zones of regulations, mentoring, Start with Hello curriculum and individual counseling. Teachers incorporate learning gains within the classroom setting.

Relationship Skills- Project Wisdom presentations occur twice a week on the morning announcements

Responsible Decision Making- Teachers use anchor charts within the classroom to focus on resolving conflicts and making good choices.

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

Our school incorporates the practice of Social Emotional Learning on a daily basis by implementing the 5 competencies throughout the school year.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Reflex Math Implementaion	Classroom teachers	5/30/2019	n/a	\$3,295.00
I-Ready Implementation and Professional Development	Instructional staff	5/20/2019	I-Ready Implementation (October and January)	\$2,000.00
Balanced Literacy and Blended Learning Models will be implemented in classroom instruction. IREADY will be used throughout all grade levels as an intervention tool with personalized instruction based on each students' needs.	Literacy Coach	6/4/2019	All teachers will attend a PD on IREADY, Blended Learning and Balanced Literacy.	
I-Ready Implementation and Professional Development	Classroom Teachers, Literacy Coach	6/4/2019	I-Ready Implementation	\$2,000.00

School Improvement Plan (SIP)

School Name Floranada ES (0851)

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
0851ELA_PK-5th and Spec. Prog.	Tuesday Wednesday Thursday	1st2nd3rd4th	8/14/2018 - 3/31/2019	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
KG	105	11.40	0.00	0.00	27.60	8.60
01	104	8.70	1.00	0.00	12.50	1.00
02	117	10.30	0.00	0.00	17.90	3.40
03	128	5.50	0.80	0.00	8.60	1.60
04	124	6.50	0.00	0.00	11.30	1.60
05	133	9.00	2.30	0.00	18.00	3.80

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

Students that are identified under the early warning system will be identified by their teacher. The teacher will enter Tier 1 strategies in BASIS for each child. If they feel as though their tier 1 instruction is not adequate, teachers will create a referral to RTI. Once they create a referral, the RTI team will develop research based strategies for each child and monitor as needed.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th, 5th	8/20/2018 - 6/3/2018	10:00 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	4.39
Governance and Leadership	4.31
Teaching and Assessing for Learning	4.26
Resources and Support Systems	4.33
Using Results for Continuous Improvement	4.27
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>We will continue to involve our parents in the teaching and learning process. Our parents need to have as much guidance as possible to assist them in helping the children while at home. We will continue to set goals and action steps with our children and families.</p>	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Meeting-Dates_2018-2019.pdf	October	None	10/25/2018
PLC-Schedule_2018-2019.pdf	October	None	10/17/2018
SAC-Composition-Report.pdf	October	None	10/12/2018
2AgendaMinutesSignIn_Oct2018.pdf	October	None	10/12/2018
ByLaws_2018-2019.pdf	September	SAC ByLaws	9/9/2018
1AgendaMinutesSignIn_Sept2018.pdf	September	Monitored	9/9/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

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	425	66 of 118	-425	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?

We are focussing on guided reading mastery with teaching targets and small group instruction. This year we will delve into shared/modeled/ interactive reading to increase our reading proficiency.

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?

Scaling up process continues with guided reading. Our expectation is to have 100% of staff master the use of the continuum and BAS analysis. We will add the interactive read aloud for 18-19.

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

Teachers will have opportunity for training, and discussion in PLC. Teachers will share best practices especially for intervention groups and scheduling.

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

Observation data results will be collected monthly and shared with teachers individually.

What instructional materials are used to inform instruction based on identified needs?

BAS continuum, leveled readers and classroom libraries.

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

Students not meeting goals are serviced by many means.

Literacy coach assists teachers and students as an on needed basis. RTI team assists teachers to identify teaching targets for children.

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)?

Administration is responsible for identifying areas of need and providing support and training for teachers. All students are expected to be taught at a level they can understand.

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

Administration monitors this through observation and data collected through Iobservation tool.

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?

Scholastic leveled libraries and classroom libraries as well as intervention tools of LLI, Journeys Tool kit, phonics for reading, wilson, foundations.

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 guidance counselor assists teachers by providing lessons for classrooms. Teachers are also trained to provide lessons on their own. We will add video lessons on demand for 18-19 school year.

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

Identify and Manage personal behavior. Respect yourself, respect others, respect the environment.

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

All teachers are trained in the SEL strategies and recognizing areas of SEL needs. All teachers are trained in recognizing student behaviors that indicate areas of need to report to RtI or guidance. Lessons are deigned for groups and classes alike.

We use listeners, Watch Dogs, club leaders (16 clubs on campus), and peer mediators as mentors.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Training for staff	john Vetter	5/1/2018	district provided	\$1,500.00
Professional development in guided reading	Mr. Vetter	11/30/2018	Provided by district	\$1,500.00
Professional development in guided reading	Mr. Vetter	11/30/2018	Provided by district	\$1,500.00
Teachers will use guided reading daily in the 90 minute reading block.	John Vetter	6/30/2019	Guided reading/ Modeled and Shared reading	

School Improvement Plan (SIP)

School Name Floranada ES (0851)

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
0851ELA_PK-5th and Spec. Prog.	Tuesday Wednesday Thursday	1st2nd3rd4th	8/14/2018 - 3/31/2019	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
KG	105	11.40	0.00	0.00	27.60	8.60
01	104	8.70	1.00	0.00	12.50	1.00
02	117	10.30	0.00	0.00	17.90	3.40
03	128	5.50	0.80	0.00	8.60	1.60
04	124	6.50	0.00	0.00	11.30	1.60
05	133	9.00	2.30	0.00	18.00	3.80

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

Students that are identified under the early warning system will be identified by their teacher. The teacher will enter Tier 1 strategies in BASIS for each child. If they feel as though their tier 1 instruction is not adequate, teachers will create a referral to RTI. Once they create a referral, the RTI team will develop research based strategies for each child and monitor as needed.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th, 5th	8/20/2018 - 6/3/2018	10:00 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	4.39
Governance and Leadership	4.31
Teaching and Assessing for Learning	4.26
Resources and Support Systems	4.33
Using Results for Continuous Improvement	4.27
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>We will continue to involve our parents in the teaching and learning process. Our parents need to have as much guidance as possible to assist them in helping the children while at home. We will continue to set goals and action steps with our children and families.</p>	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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SAC Upload Center

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ByLaws_2018-2019.pdf	September	SAC ByLaws	9/9/2018
1AgendaMinutesSignIn_Sept2018.pdf	September	Monitored	9/9/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

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

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Scaling up process continues with guided reading. Our expectation is to have 100% of staff master the use of the continuum and BAS analysis. We will add the interactive read aloud for 18-19.

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

Teachers will have opportunity for training, and discussion in PLC. Teachers will share best practices especially for intervention groups and scheduling.

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

Observation data results will be collected monthly and shared with teachers individually.

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BAS continuum, leveled readers and classroom libraries.

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

Students not meeting goals are serviced by many means.

Literacy coach assists teachers and students as an on needed basis. RTI team assists teachers to identify teaching targets for children.

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)?

Administration is responsible for identifying areas of need and providing support and training for teachers. All students are expected to be taught at a level they can understand.

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

Administration monitors this through observation and data collected through Iobservation tool.

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?

Scholastic leveled libraries and classroom libraries as well as intervention tools of LLI, Journeys Tool kit, phonics for reading, wilson, foundations.

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 guidance counselor assists teachers by providing lessons for classrooms. Teachers are also trained to provide lessons on their own. We will add video lessons on demand for 18-19 school year.

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

Identify and Manage personal behavior. Respect yourself, respect others, respect the environment.

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

All teachers are trained in the SEL strategies and recognizing areas of SEL needs. All teachers are trained in recognizing student behaviors that indicate areas of need to report to RtI or guidance. Lessons are deigned for groups and classes alike.

We use listeners, Watch Dogs, club leaders (16 clubs on campus), and peer mediators as mentors.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Training for staff	john Vetter	5/1/2018	district provided	\$1,500.00
Professional development in guided reading	Mr. Vetter	11/30/2018	Provided by district	\$1,500.00
Professional development in guided reading	Mr. Vetter	11/30/2018	Provided by district	\$1,500.00
Teachers will use guided reading daily in the 90 minute reading block.	John Vetter	6/30/2019	Guided reading/ Modeled and Shared reading	

School Improvement Plan (SIP)

School Name Foster, Stephen ES (0921)

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
College and Career Readiness	Tuesday Wednesday Thursday	1st2nd3rd4th5th	8/28/2018 - 5/9/2019	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
KG	92	22.80	0.00	0.00	15.20	7.60
01	111	10.80	0.00	0.00	45.00	4.50
02	117	11.10	0.00	0.00	23.90	1.70
03	97	13.40	1.00	0.00	32.00	4.10
04	112	12.50	2.70	0.00	38.40	8.00
05	115	8.70	0.90	0.00	28.70	3.50

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

Three times per year (Beginning, Middle, End) our support team meets with each individual teacher for our Class Review. The Class Review consists of looking at current achievement, attendance/tardies, as well as social/behavior concerns. Students who exhibit excessive attendance/tardies or identified and interventions are put in place such as, parent contact, guidance referral, social worker referral, or BTIP. Students identified with social/behavior concerns are provided intervention and/or referred to RtI for additional problem solving. Students with academic concerns are placed in appropriate groups, or referred to RtI, and are progress monitored 7 times per year.

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, 4th, 5th	9/11/2018 - 5/28/2019	8:30 AM - 12:00 PM
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/4/2018 - 5/28/2019	8:15 AM - 1:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	4.39
Governance and Leadership	4.31
Teaching and Assessing for Learning	4.26
Resources and Support Systems	4.33
Using Results for Continuous Improvement	4.27

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

We will continue to involve our parents in the teaching and learning process. Our parents need to have as much guidance as possible to assist them in helping the children while at home. We will continue to set goals and action steps with our children and families.

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF-By-Laws-10-15-18.pdf	October	SAF ByLaws	10/17/2018
SAC-By-Laws-10-15-18.pdf	October	SAC ByLaws	10/17/2018
SAC-SAF-Minutes-10-15-18.pdf	October	SAC ByLaws	10/17/2018
SAC-Sign-In-10-15-18.pdf	October	Monitored	10/16/2018
SAC-10-15-18-agenda-.pdf	October	Monitored	10/16/2018
SAC-Committee-Membership.pdf	October	Monitored	10/16/2018
SAC-9-17-18-agenda.pdf	September	Developed	9/19/2018
SAC-9-17-18-minutes.pdf	September	Developed	9/19/2018
SAC-Sign-In-Sheets-9-17-18.pdf	September	Developed	9/19/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	330	155 of 210	1	116	232

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, we are tracking mastery of each ELA and Math standard for all students in grades K - 5. Also, 5th grade is tracking mastery of all Science standards. This is our focus because we are striving for 65% mastery or growth on the state tests in Reading, Math and Science. For 3rd grade FSA ELA 42% (2016) to 40% (2017) 37% (2018). For 3rd grade FSA Math Achievement decreased from 54% (2016) to 48% (2017) 53% (2018). In 4th grade, FSA ELA Achievement 42% (2016) to 38% (2017) 37% (2018). ELA Learning Gains 52% (2016) to 39% (2017) 36% (2018). ELA Low 25 Gains 36% (2016) to 35% (2017) 33% (2018). In 4th grade, FSA Math Achievement 48% (2016) to 49% (2017) 45% (2018). Math Learning Gains 49% (2016) to 48% (2017) 40% (2018). Math Low 25 Gains 17% (2016) to 35% (2017) 15% (2018). In 5th grade, FSA ELA Achievement 41% (2016) to 46% (2017) 47% (2018). ELA Learning Gains 54% (2016) to 61% (2017) 66% (2018). ELA Low 25 Gains 45% (2016) to 55% (2017) 48% (2018). In 5th Grade, FSA Math Achievement 45% (2016) to 52% (2017) 55% (2018). Math Learning Gains 55% (2016) to 63% (2017) 61% (2018). Math Low 25 Gains 50% (2016) to 41% (2017) 42% (2018). 5th Grade Science 43% (2016) to 40% (2017) 47% (2018). 5th grade will be using the Speed Bag Boot Camp Science books this school year to improve Science scores. Math achievement is being addressed through small group targeted instruction, and using the Math Daily 3 (Math Writing, Math with Someone, and Math by Myself) for independent practice. Students will also complete a "Math Problem of the Day" each day which is aligned to the FSA. Also, i-Ready is being monitored to ensure that each student gets a minimum of 45 minutes a week in both Math and ELA. Small group intervention in literacy is done daily with fidelity. Grades K - 4 intervention groups are being instructed with LLI. There is consistent use of reading curriculum and progress monitoring.

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?

Increased focus on Small Group Guided Reading, and targeted small group for the Lowest 25% in Math. Utilize the Benchmark Assessment System to track and inform instruction for the lowest 25% in ELA, and math post tests to monitor and track the lowest 25% in Math. Using this data we will form reteach groups based on the lowest standards.

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

Focused PLCs in ELA on Small Group Guided Reading (Administering the BAS, forming small groups, identifying teaching targets, etc.) Each week, growth monitoring on i-Ready will take place looking at the Instructional Usage, Class Response to Instruction, and Standards Mastery by Test reports.

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

Math iReady and ELA iReady are monitored weekly. iReady Math Diagnostic and iReady ELA Diagnostic are administered 3 times (beginning, middle, end of year). 3 ELA units have 6 assessments (2 times for each unit). Fountas and Pinnell Benchmark Assessment System (BAS) is administered grades K-5 - 2 times each quarter. Go Math Assessments: Prerequisite Skills Inventory (beginning of year), Beginning-of-Year, Middle-of-Year, and End-of-Year Tests. Math Chapter tests and Performance Tasks are administered about every 2 weeks, Science mini benchmark tests for each science standard are administered each week.

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

The school conducts comprehensive class reviews each quarter. Also, the school holds weekly child study meetings each Tuesday. On Share Point, teachers post and monitor students' progress on standards.

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

For each unit, teachers are provided with a full release day to collaborate and plan lessons that will provide quality instruction to all stakeholders in each grade level. The literacy coach, RTi liason, ESE specialist, and a member of administration attends the day long planning to assist the teachers. On a regular basis, administration does informal and formal observations of all classrooms to monitor that all learners are being provided high quality instruction. Also, the ESE teacher conferences with classroom teachers on a weekly basis.

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

Teachers plan each unit ahead of time, and also provide administration with writing, math, and science instruction calendars. Each classroom has differentiated small guided reading groups, and teachers read aloud. There is explicit instruction by the teacher in all subjects, and student practice every day. Teachers are trained in Daily Five structure for ELA, and small group instruction for Math. Administration and the Literacy Coach observe and assist teachers on a daily basis.

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

All teachers have access to the Reading Resource Room located in the back of the Media Center. Teachers are encouraged to check out materials that are labeled with Fountas & Pinnell's reading levels. Also, there is a binder that includes the entire inventory of the collection to ease the search for books. Each classroom has a Daily Five collection of leveled readers. All students in grades 3 - 5 have access to a laptop computer the entire day. A wide variety of texts are available online. Each student has their unique single sign on identification which gives them access to Sailpoint.

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 in grades K - 5 do explicit instruction using the Sanford Harmony SEL program. To ensure fidelity, this instruction is done at least once each week on the day the students go to the Media Center.

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

This is a school-wide program. Social Emotional Learning is taking place in classrooms, hallways, parent-teacher conferences, playground, bus, cafeteria, restrooms, aftercare, and the front office. On the playground, students are learning about teamwork and collaboration. In the classroom, students are learning to communicate and collaborate for creativity and critical thinking. In the hallways, restrooms, and cafeteria students are practicing self-awareness and self-control. All areas of the school provide instruction and practice in interpersonal relationships and social awareness to establish and maintain positive relationships.

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

Stephen Foster is following the district-wide model for Academic, Social, and Emotional Learning. We have planned, classroom based SEL instruction (Stanford Harmony) and a supportive school climate.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Programs: Science Speed Bag, Stemsscopes, Science Brainpop	Lisa Leider	5/6/2019	Science Stemsscopes	Title 1
Math achievement is being addressed through small group targeted instruction, and using the Math Daily 3 (Math Writing, Math with Someone, and Math by Myself) for independent practice. Students will also complete a Math Problem of the Day each day which is aligned to the FSA	Stephanie Futscher	5/8/2019	Go Math Interactive Lessons by Math Liason	Title 1
Small Group Guided Reading	Gillian Munter	5/2/2019	BAS training for new teachers	Title 1

School Improvement Plan (SIP)

School Name Foster, Stephen ES (0921)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

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01	111	10.80	0.00	0.00	45.00	4.50
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03	97	13.40	1.00	0.00	32.00	4.10
04	112	12.50	2.70	0.00	38.40	8.00
05	115	8.70	0.90	0.00	28.70	3.50

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

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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, 4th, 5th	9/11/2018 - 5/28/2019	8:30 AM - 12:00 PM
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/4/2018 - 5/28/2019	8:15 AM - 1:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

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Resources and Support Systems	4.33
Using Results for Continuous Improvement	4.27

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

We will continue to involve our parents in the teaching and learning process. Our parents need to have as much guidance as possible to assist them in helping the children while at home. We will continue to set goals and action steps with our children and families.

No Evidence/Artifacts

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SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF-By-Laws-10-15-18.pdf	October	SAF ByLaws	10/17/2018
SAC-By-Laws-10-15-18.pdf	October	SAC ByLaws	10/17/2018
SAC-SAF-Minutes-10-15-18.pdf	October	SAC ByLaws	10/17/2018
SAC-Sign-In-10-15-18.pdf	October	Monitored	10/16/2018
SAC-10-15-18-agenda-.pdf	October	Monitored	10/16/2018
SAC-Committee-Membership.pdf	October	Monitored	10/16/2018
SAC-9-17-18-agenda.pdf	September	Developed	9/19/2018
SAC-9-17-18-minutes.pdf	September	Developed	9/19/2018
SAC-Sign-In-Sheets-9-17-18.pdf	September	Developed	9/19/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	330	155 of 210	1	116	232

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, we are tracking mastery of each ELA and Math standard for all students in grades K - 5. Also, 5th grade is tracking mastery of all Science standards. This is our focus because we are striving for 65% mastery or growth on the state tests in Reading, Math and Science. For 3rd grade FSA ELA 42% (2016) to 40% (2017) 37% (2018). For 3rd grade FSA Math Achievement decreased from 54% (2016) to 48% (2017) 53% (2018). In 4th grade, FSA ELA Achievement 42% (2016) to 38% (2017) 37% (2018). ELA Learning Gains 52% (2016) to 39% (2017) 36% (2018). ELA Low 25 Gains 36% (2016) to 35% (2017) 33% (2018). In 4th grade, FSA Math Achievement 48% (2016) to 49% (2017) 45% (2018). Math Learning Gains 49% (2016) to 48% (2017) 40% (2018). Math Low 25 Gains 17% (2016) to 35% (2017) 15% (2018). In 5th grade, FSA ELA Achievement 41% (2016) to 46% (2017) 47% (2018). ELA Learning Gains 54% (2016) to 61% (2017) 66% (2018). ELA Low 25 Gains 45% (2016) to 55% (2017) 48% (2018). In 5th Grade, FSA Math Achievement 45% (2016) to 52% (2017) 55% (2018). Math Learning Gains 55% (2016) to 63% (2017) 61% (2018). Math Low 25 Gains 50% (2016) to 41% (2017) 42% (2018). 5th Grade Science 43% (2016) to 40% (2017) 47% (2018). 5th grade will be using the Speed Bag Boot Camp Science books this school year to improve Science scores. Math achievement is being addressed through small group targeted instruction, and using the Math Daily 3 (Math Writing, Math with Someone, and Math by Myself) for independent practice. Students will also complete a "Math Problem of the Day" each day which is aligned to the FSA. Also, i-Ready is being monitored to ensure that each student gets a minimum of 45 minutes a week in both Math and ELA. Small group intervention in literacy is done daily with fidelity. Grades K - 4 intervention groups are being instructed with LLI. There is consistent use of reading curriculum and progress monitoring.

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?

Increased focus on Small Group Guided Reading, and targeted small group for the Lowest 25% in Math. Utilize the Benchmark Assessment System to track and inform instruction for the lowest 25% in ELA, and math post tests to monitor and track the lowest 25% in Math. Using this data we will form reteach groups based on the lowest standards.

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

Focused PLCs in ELA on Small Group Guided Reading (Administering the BAS, forming small groups, identifying teaching targets, etc.) Each week, growth monitoring on i-Ready will take place looking at the Instructional Usage, Class Response to Instruction, and Standards Mastery by Test reports.

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

Math iReady and ELA iReady are monitored weekly. iReady Math Diagnostic and iReady ELA Diagnostic are administered 3 times (beginning, middle, end of year). 3 ELA units have 6 assessments (2 times for each unit). Fountas and Pinnell Benchmark Assessment System (BAS) is administered grades K-5 - 2 times each quarter. Go Math Assessments: Prerequisite Skills Inventory (beginning of year), Beginning-of-Year, Middle-of-Year, and End-of-Year Tests. Math Chapter tests and Performance Tasks are administered about every 2 weeks, Science mini benchmark tests for each science standard are administered each week.

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

The school conducts comprehensive class reviews each quarter. Also, the school holds weekly child study meetings each Tuesday. On Share Point, teachers post and monitor students' progress on standards.

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

For each unit, teachers are provided with a full release day to collaborate and plan lessons that will provide quality instruction to all stakeholders in each grade level. The literacy coach, RTi liason, ESE specialist, and a member of administration attends the day long planning to assist the teachers. On a regular basis, administration does informal and formal observations of all classrooms to monitor that all learners are being provided high quality instruction. Also, the ESE teacher conferences with classroom teachers on a weekly basis.

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

Teachers plan each unit ahead of time, and also provide administration with writing, math, and science instruction calendars. Each classroom has differentiated small guided reading groups, and teachers read aloud. There is explicit instruction by the teacher in all subjects, and student practice every day. Teachers are trained in Daily Five structure for ELA, and small group instruction for Math. Administration and the Literacy Coach observe and assist teachers on a daily basis.

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

All teachers have access to the Reading Resource Room located in the back of the Media Center. Teachers are encouraged to check out materials that are labeled with Fountas & Pinnell's reading levels. Also, there is a binder that includes the entire inventory of the collection to ease the search for books. Each classroom has a Daily Five collection of leveled readers. All students in grades 3 - 5 have access to a laptop computer the entire day. A wide variety of texts are available online. Each student has their unique single sign on identification which gives them access to Sailpoint.

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 in grades K - 5 do explicit instruction using the Sanford Harmony SEL program. To ensure fidelity, this instruction is done at least once each week on the day the students go to the Media Center.

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

This is a school-wide program. Social Emotional Learning is taking place in classrooms, hallways, parent-teacher conferences, playground, bus, cafeteria, restrooms, aftercare, and the front office. On the playground, students are learning about teamwork and collaboration. In the classroom, students are learning to communicate and collaborate for creativity and critical thinking. In the hallways, restrooms, and cafeteria students are practicing self-awareness and self-control. All areas of the school provide instruction and practice in interpersonal relationships and social awareness to establish and maintain positive relationships.

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

Stephen Foster is following the district-wide model for Academic, Social, and Emotional Learning. We have planned, classroom based SEL instruction (Stanford Harmony) and a supportive school climate.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Programs: Science Speed Bag, Stemsscopes, Science Brainpop	Lisa Leider	5/6/2019	Science Stemsscopes	Title 1
Math achievement is being addressed through small group targeted instruction, and using the Math Daily 3 (Math Writing, Math with Someone, and Math by Myself) for independent practice. Students will also complete a Math Problem of the Day each day which is aligned to the FSA	Stephanie Futscher	5/8/2019	Go Math Interactive Lessons by Math Liason	Title 1
Small Group Guided Reading	Gillian Munter	5/2/2019	BAS training for new teachers	Title 1

School Improvement Plan (SIP)

School Name Griffin ES (2851)

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
2851 MATH and ELA	Tuesday	1st3rd	9/4/2018 - 4/24/2019	2:10 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	76	5.30	1.30	0.00	21.10	3.90
01	110	8.20	0.90	0.00	17.30	3.60
02	101	11.90	1.00	0.00	5.00	1.00
03	104	8.70	0.00	0.00	17.30	1.90
04	86	7.00	0.00	0.00	14.00	1.20
05	108	17.60	0.00	0.00	20.40	7.40

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

Step 1: Teacher inputs Tier 1 strategies on BASIS for struggling students and creates a RTI referral. Teacher meets with a school case manager to discuss the area of concern. Parents are informed about the area of concern.

Step 2: After 4-6 weeks, if progress is not noted, a meeting will be scheduled with the case manager to discuss implementation of Tier 2 instruction. Teacher will continue to collect data and graph the student's progress in comparison to the small group and class.

Step 3: A meeting will be scheduled with the Multi-Tiered Support System (MTSS) Team to review the data and collaborate on the next steps. Members of the team consists of: Administration, Guidance Counselor, ESE Specialist, School Psychologist, School Social Worker, Curriculum Specialist, and Classroom Teacher. Parents will be invited to the meeting.

Step 4: If no progress is noted, the student moves to more intensive intervention in Tier 3 instruction. A follow up date is set for the next 4-6 weeks to monitor student progress.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	9/5/2018 - 5/22/2019	12:00 PM - 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	4.39
Governance and Leadership	4.31
Teaching and Assessing for Learning	4.26
Resources and Support Systems	4.33
Using Results for Continuous Improvement	4.27

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

We will continue to involve our parents in the teaching and learning process. Our parents need to have as much guidance as possible to assist them in helping the children while at home. We will continue to set

goals and action steps with our children and families.

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
2851_GriffinES_SAC_Bylaws_18_19.pdf	October	SAC ByLaws	10/26/2018
2851_GriffinES_SAC_Composition_18_19.pdf	October	Monitored	10/26/2018
2851_GriffinES_MeetingDates.jpg	October	None	10/25/2018
2851_GriffinES_SAFMeeting_092418.pdf	October	Monitored	10/16/2018
2851_GriffinES_SACMeeting_092418.pdf	October	Monitored	10/16/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
7	433	73 of 119	-433	61	121

Goals

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

Math Proficiency and overall learning gains in the lowest 25%ile were chosen based on FSA scores and data analysis from 2017 - 2018 FSA in comparison to other SES bands.

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?

- Visit the top 2 schools in the same SES 8 to improve our practice at Griffin Elementary.
- Planning and Teaching the standards with rigor and relevance at every grade level
- Correlating the standards with activities and assessment
- Utilizing Learning Goals and Performance Scales to drive instruction
- Tracking and monitoring the progress of our lowest 25% to increase learning gains.
- Authentic Formative Assessments based on mastering the standards
- Focus on instructional strategies by using Marzano High Frequency Elements and Thinking Maps
- Implementing common assessment data
- Monitoring quarterly data templates to track students progress
- Monthly data chats -individual and team chats to discuss progress of all students, remediation and enrichment activities
- Monitoring our specialized programs for percent of students successfully mainstreaming into regular education
- Streamlining online resources to meet the needs of all students - implementing iReady to drive targeted instruction- Grades K – 5 (ELA and MATH).
- Document Based Questions - Writing Program -grades 4 & 5

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

Professional Development will be provided to teachers to incorporate the Super 7 elements, Thinking Maps and DBQ's into the instruction. Teachers will also be trained in BAS to successfully screen their students for deficiencies and to provide the targeted intervention. During data chats teachers will be shown how to analyze their students scale scores and compute how many points they will need to make a learning gain. The team will also analyze the weakest strands for each student, group them accordingly and plan instruction to teach the

strand with rigor. Going to continue implementing the push in model for VE instead of the pull out. Will organize a Family Academic Night to keep parents informed of all the schools initiatives and programs. Professional Learning Community (PLC) will take place bi-monthly utilizing Florida Standard Learning Progression to identify gaps and correct the learning necessary to close the gaps.

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

Conduct Monthly/Quarterly Data Chats
Review Weekly iReady Usage and Accuracy Data for ELA and Math
iReady Diagnostics
BAS Data
Monthly Writing Prompts
BSA
FSA

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

Tier strategies are used for the classroom instruction and to identify students needs. The MTSS team reviews data to ensure student movement and growth within the tiers. Formative and summative assessment data is tracked through grade level data chats and iReady reports.

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)?

Differentiation of student instruction to ensure that students are instructed on grade level standards with accommodations and necessary supports in place for small group instruction. Extended planning time is utilized to allow for collaboration of grade level teams. PLC based around standards as well as vertical progression of standards based instruction.

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

Professional Development is offered to teachers for guidance and instruction on effective implementation of programs, understanding of BASIS, collection and analysis of data, including graphing and progress monitoring.
Student conferencing is utilized to engage students in their own progress in order to empower students to track of their own performance.

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?

Small, intensive group instruction focuses on identified needs of the students. Groups consist of 1 - 3 students. Programs to be utilized: Leveled Literacy Intervention, Reading Mastery, Wilson Foundations, Phonics for Reading, Write in Reader, QAR, Journey's Tool Kit, Go Math Reteach, Reading Mastery, Close Reading Strategies, Motivational/Engagement Strategies, Differentiated Instruction and iReady.

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

Griffin's SEL Action plan has incorporated Zones of Regulation, Sanford Harmony, LEAPS, and Character Education lessons to promote SEL learning to support students in recognizing their own levels of emotional needs. Each class has a designated Cool Down Zone based on Zones of Regulation in order to students to self-monitor their individual needs. Sanford Harmony is being utilized to build connections between peers. Character Education Students are recognized on the announcements monthly in order to highlight continued growth towards 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?

Through extended planning opportunities the SEL action plan utilizes Zones of Regulation to promote student's self-awareness of their emotional needs and well-being. Using self-awareness activities, students are able to increase their self-management and social awareness skills through Character Education activities. Sanford Harmony is utilized and places an emphasis on positive relationship building which can lead to more responsible decision making.

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

Through school-wide implementation of SEL activities and programs, Griffin elementary is able to address the changing needs of all students across multiple school areas. By utilizing common and extended planning times, students are exposed to lessons which are designed to help them identify their current level of needs and also how to access coping strategies, when necessary. Teachers are able to utilize common vocabulary in regards to SEL and student growth. Students are recognized, monthly, on the morning announcements in regards to character education in order to highlight positive student growth and character traits. This school-wide focus enables teachers and students to promote SEL through academic engagement.

School Improvement Plan (SIP)

School Name Harbordale ES (0491)

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
0491 Math 5	Thursday Friday	3rd	8/28/2018 - 5/14/2019	2:00 PM - 3:00 PM	5
0491 Math 4	Thursday Friday	3rd	8/28/2018 - 5/14/2019	2:00 PM - 3:00 PM	4
0491 Math 3	Thursday Friday	3rd	8/28/2018 - 5/14/2019	2:00 PM - 3:00 PM	3
0491 Math 2	Thursday Friday	3rd	8/28/2018 - 5/14/2019	2:00 PM - 3:00 PM	2
0491 Math 1	Thursday Friday	3rd	8/28/2018 - 5/14/2019	2:00 PM - 3:00 PM	1
0491 Math K	Thursday Friday	3rd	8/28/2018 - 5/14/2019	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	77	22.10	0.00	0.00	13.00	7.80
01	77	16.90	0.00	0.00	13.00	3.90
02	83	9.60	1.20	0.00	18.10	2.40
03	88	10.20	0.00	0.00	14.80	3.40
04	77	7.80	0.00	0.00	11.70	1.30
05	83	12.00	0.00	0.00	8.40	0.00

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

Progress Monitoring Data is collected every CARE cycle (about 4 weeks) and entered into Analysis of Student Work (ASW) documents which group students into four categories (below expectation, approaching expectation, meets expectation, and exceeds expectation). Strategies for each subgroup and next steps are outlined. Documents are arranged by class and subject (i.e. ELA and Math). Core instructional materials in grades 3-5: Curriculum Associates Language Arts and Math Florida Standards (LAFS/MAFS). Supplemental

and Intervention programs are taken from the Multi-Tiered System of Support (MTSS) struggling charts to ensure a research based program is selected and focus on a particular skill (i.e. vocabulary, decoding). Programs currently in use are: Phonics for Reading, Foundations, Elements of Vocabulary, QuickReads, Great Leaps, Mountain Math, Question-Answer Relationships, Mountain Math, and Touch Math. Our ESE Support Facilitator also utilizes Wilson Reading for grades 2-5.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Friday	2nd, 4th	8/15/2018 - 6/5/2019	8:00 AM - 11:30 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	4.39
Governance and Leadership	4.31
Teaching and Assessing for Learning	4.26
Resources and Support Systems	4.33

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

We will continue to involve our parents in the teaching and learning process. Our parents need to have as much guidance as possible to assist them in helping the children while at home. We will continue to set goals and action steps with our children and families.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
literacypresentaiton2017.pdf		10/16/2018
Newsletter2017-18.pdf		10/16/2018
5StarSchool2018.pdf		10/16/2018
BookFairiesRequest.png		10/16/2018
VolunteerOrientation2018.pptx		10/16/2018
SEL2.png		10/16/2018
SEL.png		10/16/2018
Holocaust-Letter.pdf		10/16/2018
DiversityMaterials.png		10/16/2018

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
0491_10252018_Bylaws.pdf	October	SAC ByLaws	10/25/2018
SAC-meeting-dates-1819.docx	October	Developed	10/25/2018
SAC-Composition-Report.pdf	October	None	10/25/2018
0491-Harbordale-ES-Sign-In-10162018.pdf	October	Approved	10/19/2018
0491-Harbordale-ES-Minutes-10162018.docx	October	Approved	10/19/2018
0491-Harbordale-ES-Agenda_10162018.docx	October	Approved	10/18/2018
9.18-SAC-minutes.docx	September	Developed	9/21/2018
0491-Harbordale-ES-Sign-In-09182018.pdf	September	Developed	9/20/2018
0491-Harbordale-ES-Agenda_09182018.docx	September	Developed	9/20/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
7	437	68 of 119	-437	59	117

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?

Harbordale Elementary reached its goal of an A grade for the 2017-2018 school year; however, we are focused on continuous growth for all students. Based on the 2018 FSA results, mathematics will be the content area focus for improving student achievement for the 2018-2019 school year. The 2017-2018 FSA results indicated a significant decline in math achievement (from 82% to 74%; equals -8 points), math learning gains (from 74% to 60%; equals -14 points) and math lowest quartile (from 62% to 39%; equals -23 points). These indicators relieve an urgent need to target mathematics instructional practices school-wide.

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

Best Practice #2 – Response to Intervention (RTI)

Response to Intervention, best practice #2, was chosen because while the majority of our students are proficient, 74% math achievement, we must target those students not meeting grade level expectations and create a comprehensive individual plan for continuous improvement. Through the RTI process and team, student performance is examined through these 4 measures to provide the best possible interventions: screening, progress monitoring, multi-level prevention system and data-based decision making. The RTI team, including the teacher, works with the parents to increase and support individual student success. This system effectiveness and high quality practices will support our goal to maintain our “A” status and continue our ultimate goal of 100% of our students being proficient in mathematics.

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

Professional development opportunities will be provided to teachers in the areas of multi-tiered instruction, interventions and data analysis. This practice will support the improvement of teacher effectiveness in tiered instruction using curriculum and educational interventions that are research-based and have been proven to be

effective for students. Coaching and modeling with specific teachers will be scheduled and feedback provided. The RTI team will work collaboratively to provide a comprehensive action plan for individual students. Responsibilities have been delegated to all team members, checks and balances have been created to establish highly effective and efficient practices and parent involvement is at the forefront of every step and stage of the process.

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

The following data points are used for progress monitoring:

IReady Math Diagnostic Assessments – 3 times a year
IReady Math – week reports
Go Math Chapter Assessments – end of each chapter
Standard Based CARE Cycle Assessments – six week cycles
Analysis of Student Work (ASW) Protocols – six week cycles
RTI Tier Pyramids – semester comparisons

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

Individual data chats are held with teachers once a quarter to review, analyze and monitor all student progress. Conversations are conducted with teachers to ensure the implementation of the tools necessary to meet the individual needs of all students. Coaching and modeling with specific teachers will be scheduled and feedback provided based on results of data.

Data analysis through the use of data disaggregation protocols are used to interpret assessment results and pinpoint areas needed for remediation. Teachers complete protocols individually and collaborate with grade level teams to promote system effectiveness and high quality instructional practices across the grade levels. RTI meetings are conducted on a bi-monthly basis to support the success of students who are not meeting grade level expectations. Individual academic and/or behavior plans are development through research-based strategies and/or instruction. Student performance and progress in Tier 2 and/or tier 3 interventions are graphed and monitored. Identification of students with disabilities is determined through data-based decision making.

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 meet each week with grade level colleagues to plan highly effective standard based learning experiences and opportunities for a diverse range of learners in their classrooms. Grade level data chats are conducted quarterly with support staff and administration to analyze grade level data for all groups of learners. Administration routinely conducts classroom observations to monitor instruction for all types of learners in the classroom. Coaching and modeling with specific teachers will be scheduled and feedback provided.

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

Individual data chats are held with teachers once a quarter to review, analyze and monitor student progress. Conversations are conducted with teachers to ensure the implementation of the tools necessary for high quality tier 1 instruction. Data analysis, through the use of a data disaggregation protocol, is used to interpret assessment results and pinpoint areas of strengths and weaknesses in tier 1 instructional practices. Teachers complete protocols individually and collaborate with grade level teams to promote system effectiveness and high quality instructional practices across the grade levels. Grade level data chats are conducted quarterly with support staff and administration to analyze grade level data and student performance. Administration routinely conducts classroom observations to monitor tier 1 instruction in the classroom. Coaching and modeling with specific teachers are scheduled and feedback provided to ensure highly effective tier 1 instruction.

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

Kindergarten

Core

Kindergarten uses Balanced Literacy, thematic units, and Journeys as our core reading program.

Supplemental

Reading A to Z: RAZ Kids, and differentiated leveled readers are used to build fluency, comprehension and confidence. Science and Social Studies leveled readers are incorporated into small groups to provide opportunities to read informational text, as well as, fiction. Reading Raven and High Frequency Words are also used to provide the stepping stones to reading.

Intervention

The intervention program used in kindergarten is Foundation.

First Grade

Core

First grade uses balanced literacy for our core reading program. Standards based lessons are embedded into all areas. Teachers select interactive read alouds and shared readings with text complexity beyond the level most students could read independently. During guided reading, students read teacher selected books at their instructional reading level. Books are selected from Journeys, Fountas and Pinnell, science, and social studies leveled readers. Students also select interest based books to read during independent reading. These books are selected from a well-organized classroom library with books ranging in difficulties, topics, and genres. In addition, students have opportunities to participate in book clubs.

Supplemental

First grade uses teacher created standards based units. In addition, students are encouraged to reach independent reading goals through the use of Accelerated Reader, RAZ Kids, Reading A to Z, Pebble Go, and Scholastic News.

Intervention programs

Intervention groups receive targeted phonics instruction using Foundations, targeted comprehension instruction using LLI, and targeted fluency instruction using Great Leaps.

Second Grade

Core

Our core instruction is focused on balanced literacy. Teachers select mentor texts that align with each standard for interactive read alouds and shared reading. In addition, teachers utilize Journeys leveled readers, resources from iReady, leveled texts from Fountas and Pinnell, STEMscopes mentor texts from scholastic and the Social Studies leveled readers provided from the district for guided and independent reading.

Supplemental

Teacher created standards-based units, which incorporate standardized anchor charts and center activities are used throughout the grade level. Students are challenged to meet reading goals through the Accelerated Reader. In addition, students have access to technology-based programs such as PebbleGo, RazKids and Science A-Z.

Interventions

Second grade's primary intervention program is Phonics for Reading. In addition to Phonics for reading, other programs include Great Leaps for students two levels below grade level and Journeys write in reader for comprehension.

Third Grade

Third grade uses Balanced Literacy as the core program. Across the grade level I-Ready LAFS Book and a variety of leveled readers including Journeys leveled readers, Science readers, and Social Studies readers are used for small group teacher directed instruction.

Supplemental

Leveled readers are used in centers to integrate Science and Social Studies and reinforce, enrich, or remediate standards taught. There is a balance of literacy and informational text in the LAFS Book and the Journeys Leveled Readers. Novels and Scholastic News are used to supplement learning.

Interventions

Super QAR is used as a comprehension intervention and Phonics for Reading is used as a phonics intervention.

Fourth Grade

Core

The fourth grade uses Balanced Literacy as our Core program, along with StemScopes for Science and leveled readers for Social Studies. I-Ready LAFS Books are also used for small group teacher directed instruction.

Supplemental

Differentiated novels are used as our supplemental program.

Interventions

The Journey's Write-In Readers are used for our Intervention program.

Fifth Grade

Core

Fifth grade uses Balanced Literacy for the core reading program, such as, iReady LAFS, STEMscopes, Sciencasaurus, Science A-Z, leveled Science readers, and the Social Studies readers are integrated into the literacy block.

The LAFS books provide the standards in both fiction and informational text. Including the Science and Social Studies leveled readers also provides an opportunity to read informational texts.

Supplemental

Differentiated novels are used at least once a quarter as supplemental reading. DBQ-Mini-Q's (Document Based Questioning) which is informational text which the student must write either an informational or argumentative piece based on the text.

Intervention

For intervention programs fifth grade uses Super QAR and Journeys' write-in-readers.

Kindergarten, First and Second Grade

Students are provided a wide variety of informational and literacy books. The school provides access to a media center library, a resource room with leveled readers, novels, audiobook machines, listening centers, and additional materials. Books are selected from an organized teacher resource room. In addition, our school has purchased additional resources to provide students with a variety of informational text; such as PebbleGo, Reading A to Z, RAZ Kids, Accelerated Reading, and Scholastic News.

Third, Fourth and Fifth Grade

A wide variety of texts during the integrated literacy block are used including literature and informational

texts. During the integrated literacy block students rotate to standard based centers that include the Science and Social Studies leveled readers. The StemScopes Science books and Social Studies leveled readers provide another resource for informational text. Fiction and informational texts, via I-Ready LAFS are implemented on a daily basis. Interactive read alouds are conducted with novels or informational text. Novels and other texts from our school resource room are an additional resources to promote access to a balance of varied texts. The Accelerated Reader program is used to encourage reading a variety of texts.

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

Harbordale utilizes the Zones of Regulation program, which encourages students to identify their current emotion and prioritize a task plan to move towards an ideal color or zone of emotional wellbeing. This program fosters emotional awareness and promotes emotional self-regulation. Teachers implement this program in the classroom throughout the year. The first two-weeks of school, daily lessons were conducted to teach all student the foundations of the zones program and self-regulation. Throughout the school year, teachers imbed the zones of regulation into their curriculum and many teachable moments.

In addition, Sanford Harmony program is utilized encourages students to embrace their inner qualities through the utilization of positive self-awareness, the discovery of one's self, and the development of interpersonal relationship-building skills. It also encourages students to spread positivity and act as allies and support systems for one another. Teachers implement "mindful minute conversation cards" weekly to help foster self-awareness. Peace Rangers and Lunch Bunches also help to foster interpersonal skills and emphasize the importance of empathy, kindness, and friendship.

The Start With Hello-Sandy Hook Promise program promotes social inclusion and community connectedness. Students are taught how to interact and include all students through a simple 3-step process: see someone alone, reach out and help, and start with help. Additional tools are taught to students to foster inclusion and develop a sense of community, which is an important life skill for success.

Growth Mindset practices are continued from the previous year, to help to foster a student's sense of self worth. These initiatives highlight the importance of perseverance and encourage students to strive not for perfection, but more so, for self-fulfillment. Through the use of Growth Mindset activities, students visualize success within their unique, subjective perspective and create goals for personal and academic success. Teachers implement growth mindset lessons continuously throughout the year.

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

The mission of Harbordale Elementary School is to ensure every student's intellectual and emotional growth is cultivated to foster successful and emotional healthy citizens. Through the implementation of the Zones of Regulation, Sanford Harmony and Start With Hello-Sandy Hook Promise programs, with the additional of the Growth Mindset principals, all five social and emotional learning competencies addressed continuously throughout the school year.

Self-Awareness and Self-Management Skills

Harbordale utilizes the Zones of Regulation program, which encourages students to identify their current

emotion and prioritize a task plan to move towards an ideal color or zone of emotional wellbeing. This program fosters emotional awareness and promotes emotional self-regulation. Teachers implement this program in the classroom throughout the year. The first two-weeks of school, daily lessons were conducted to teach all student the foundations of the zones program and self-regulation. Throughout the school year, teachers imbed the zones of regulation into their curriculum and many teachable moments. Growth Mindset principals are continued school-wide from the previous year, to help to foster a student’s sense of self worth. These initiatives highlight the importance of perseverance and encourage students to strive not for perfection, but more so, for self-fulfillment. Through the use of Growth Mindset activities, students visualize success within their unique, subjective perspective and create goals for personal and academic success. Teachers implement growth mindset lessons continuously throughout the year.

Responsible Decision-Making and Relationship Skills

The Sanford Harmony program is utilized encourages students to embrace their inner qualities through the utilization of positive self-awareness, the discovery of one’s self, and the development of interpersonal relationship-building skills. It also encourages students to spread positivity and act as allies and support systems for one another. Teachers implement “mindful minute conversation cards” weekly to help foster social and self-awareness. Peace Rangers and Lunch Bunches also help to foster interpersonal skills and emphasize the importance of empathy, kindness, and friendship.

Social Awareness

The Start With Hello-Sandy Hook Promise program promotes social inclusion and community connectedness. Students are taught how to interact and include all students through a simple 3-step process: see someone alone, reach out and help, and start with hello. Additional tools are taught to students to foster inclusion and develop a sense of community, which is an important life skill for success.

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

Our practices and policies support the social and emotional learning of students in that they encourage emotional awareness, foster self-understanding, and promote the development of the whole child, both academically and personally. They enhance a student’s progression of self-awareness and instill a drive to appreciate one’s strengths and recognize one’s weaknesses in an effort to promote success both inside and outside of school.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
<p>I-ready daily (30 min (on/above level) or 45 min (below/approaching) per week; Math Fact Fluency practice daily; additional practice aligned to standards from i-ready and online text books; math curriculum has been aligned to Guidance Documents from the District; Spiral Review with Mountain Math; Small Group Instruction/Multi-sensory Centers aligned to standards/test specs, STEM Special, Supplementing Go Math curriculum with Engage NY lessons; Online personal math trainer to provide support to students struggling with a particular skill or standard</p>	<p>Classroom Teachers - Team Leaders: Sabrina Edler (K); Maggie Fitzgerald (1); Nina Menolascino (2); Kori Goldstein (3); Julia Guerrero (4); Kristina Dixon (5)</p>	<p>6/7/2019</p>	<p>Grade Level Unwrapping the standards using Guidance documents with support from the District; I-ready, Mountain Math, Flocabulary</p>	<p>\$1,000.00</p>
<p>RtI interventions will be provided to students in the lowest quartile with regular contact with CPST to report progress; I-ready daily (45 min per week for below and approaching level students; Math Fact Fluency practice daily; additional practice aligned to standards from i-ready and online text books; math curriculum has been aligned to Guidance Documents from the District; Spiral Review with Mountain Math; Small Group Instruction/Multi-sensory Centers aligned to standards/test specs, STEM Special, Supplementing Go Math curriculum with Engage NY lessons; Online personal math trainer to provide support to students struggling with a particular skill or standard</p>	<p>Classroom Teachers - Team Leaders: Sabrina Edler (K); Maggie Fitzgerald (1); Nina Menolascino (2); Kori Goldstein (3); Julia Guerrero (4); Kristina Dixon (5)</p>	<p>6/7/2019</p>	<p>Grade Level Unwrapping the standards using Guidance documents with support from the District; I-ready, Mountain Math, Flocabulary</p>	<p>\$1,000.00</p>

School Improvement Plan (SIP)

School Name Lakeside ES (3591)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ELA Standards Based - Grade Level Groups	Tuesday	1st2nd3rd4th5th	9/4/2018 - 5/14/2019	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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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	123	12.20	0.00	0.00	13.00	3.30
01	113	4.40	0.00	0.00	22.10	0.90
02	159	6.30	0.00	0.00	18.20	3.10
03	134	11.20	6.00	0.00	7.50	3.00
04	149	6.00	1.30	0.00	14.10	1.30
05	132	8.30	0.80	0.00	18.20	2.30

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

All grade levels use curriculum maps to pace their grade level standards. This is a working document, and grade levels modify based on student needs. At the end of each 2-3 week cycle, students are assessed with a common assessment (K-1 use CARE assessments, 2-5 use Standard Assessments from iReady). Teachers participate in PLCs and share best practices based on results. Teachers record the CARE info on data excel files in One Drive. Support staff uses this data to monitor referral to RtI/MTSS. MTSS is every Tuesday with the schedule created by the Guidance Counselor. Teachers refer students, but other staff and parents may also have concerns. Concerns can be academic or behavioral. Attendance data is also analyzed at MTSS meetings. Students are placed on Tier 2 interventions. Additionally, attendance is monitored by the IMT and AP. Parent contact is made through letters or phone calls for chronic absent or tardy issues.

RtI Team Meeting Schedule

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Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/18/2018 - 5/21/2019	8:45 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	4.39
Governance and Leadership	4.31
Teaching and Assessing for Learning	4.26
Resources and Support Systems	4.33
Using Results for Continuous Improvement	4.27

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

We will continue to involve our parents in the teaching and learning process. Our parents need to have as much guidance as possible to assist them in helping the children while at home. We will continue to set

goals and action steps with our children and families.

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF_Bylaws_Lakeside.docx	October	ByLaws	10/29/2018
SAC-Dates.pdf	October	None	10/22/2018
SAF-Dates.pdf	October	None	10/22/2018
Lakeside_A_Plus_Docs.pdf	October	A+ Funds	10/1/2018
SAC_Sept2018.pdf	September	Developed	9/26/2018
SAC_Comp_2018.pdf	September	None	9/25/2018
SAC_ByLaws_2018.pdf	September	SAC ByLaws	9/25/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
6	439	51 of 118	-439	66	131

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?

Lakeside will be focusing on small group instruction during all subject areas. Our Learning Gains in ELA (45) and Math (63). The learning gains in ELA decreased by 6 points, while the learning gains in Math decreased by 9. Both areas for the Lowest 25 students also decreased. Our focus is on small group instruction so that teachers are meeting the precise needs of all students in both areas.

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

Teachers will work on implementing an effective instructional blocks by introducing the lesson in whole group for 15 - 20 minutes, and then break into centers, small group, and independent work. During small group instruction, teachers will target specific skills and components of standards where students are struggling.

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

Teachers will be encouraged to visit other classrooms. The Pineapple Chart will be on display which will welcome staff members to other rooms to observe best practices. Key rooms for small group instruction will be identified and suggested to specific teachers.

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

iReady Diagnostic is given 3x per year. Teachers will use the initial iReady to determine baseline. Then they will measure progress with 2nd Diagnostic.

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

Ongoing CARE assessments will provide formative data to drive instructional decisions.

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)?

Frequent classroom walkthroughs during math block in all grade levels without evaluative measures will be used to provide feedback to teachers.

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

Tier 1 instruction is monitored through frequent walkthroughs by admin & the curriculum coach providing feedback to teachers and support from the Curriculum Coach.

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?

Lakeside Elementary has an extensive resource room with leveled readers for teachers to use during small group instruction. Additionally teachers use the anchor texts provided with the science and social studies curriculum materials for shared reading and read aloud activities with the whole class. Science A-Z readers and Social Studies readers are used to support all components of balanced literacy.

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 guidance counselor provides on going training to classroom teachers during faculty meetings and on planning days. Teachers are provided with resources to support SEL standards. The Student Support Committee meets monthly to discuss items teachers need, lessons that should be delivered (such as Start with Hello), and other SEL info.

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

The five competencies were shared with teachers during preplanning. The teachers are using Sanford Harmony curriculum to teach the students the 5 competencies.

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

Our 5th grade Peacemakers are utilizing materials from Sandy Hook Promise - Promise Club to help us integrate SEL schoolwide.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Peer mentoring / coaching regarding best practices in small group instruction	Marjorie Archer	4/30/2019		
Professional Learning Communities surrounding standards, using the CARE model	PLC Facilitator	5/24/2019		
Professional Development with the cadre	Kathy May	4/30/2019		

School Improvement Plan (SIP)

School Name Lloyd Estates ES (1091)

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
Team Vertical ELA, Math, and Science	Wednesday	2nd4th	9/19/2018 - 5/22/2019	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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Data For: 2017-2018 (Last updated: 7/18/2018)						
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Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	83	16.90	0.00	0.00	22.90	7.20
01	86	7.00	0.00	0.00	53.50	2.30
02	95	6.30	0.00	0.00	13.70	1.10
03	100	5.00	0.00	0.00	31.00	0.00
04	96	11.50	2.10	0.00	29.20	7.30
05	99	11.10	1.00	0.00	33.30	4.00

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

All teachers provide small group reading instruction (Tier 1) to all students. Enrichment activities are provided through the implementation of differentiated instructional strategies, use of chapter books and project based learning. Students needing remediation receive a double dose of small group reading instruction (Tier 2) designed to specifically target their needs. Students who have been retained are assessed using the BAS (Benchmark Assessment System) in order to determine their specific area of deficiency. In addition to the Tier 1 and Tier 2 interventions provided in class, they receive Tier 3 intervention with a highly qualified teacher or paraprofessional using a push in or pull out model. Tier 3 interventions address phonics skills with the use of the Sound Partners phonics program, Journeys Literacy Toolkit, and iReady. Deficiencies for other areas of reading are addressed through specific skills based activities individualized for each student using iReady. Students who exhibit academic difficulties in math receive Tier 2 or Tier 3 interventions from their classroom teacher using the Go Math intervention resources.

Teachers receive ongoing support from the ESOL Resource Teacher and the Literacy Coach in order to implement ESOL and Differentiated Instructional strategies that will assist with meeting each child's individualized educational needs. Student suspensions can be reduced through a comprehensive behavior management plan. The school's Discipline Committee has developed a School Wide Positive Behavior Plan outlining various positive behaviors that contribute to a safe and nurturing learning environment. Our plan outlines specific expectations for the following areas: School Bus, Cafeteria, and Hallways. Classroom teachers utilize CHAMPS strategies to manage individual classroom behaviors. When dealing with behavior incidents, the school administration adheres to the District's Discipline Matrix to administer consequences.

Discipline incidents reports are reviewed on a quarterly basis, and the plan is modified as needed. Students with ongoing behavioral concerns participate in weekly groups with the Guidance Counselor. Guidance sessions address building self-esteem, goal setting, peer relations and anger management. We will address the social emotional needs of our students by implementing the Stanford Harmony SEL program.

Students with less than 90% attendance rate are monitored through the analysis of attendance reports. Parents are contacted and informed of the District's attendance policy via telephone and in writing. Parent conferences are held with both the teacher and administration in order to address attendance concerns. Services are offered through Guidance in order to address any difficulties which may prevent students from attending school regularly. The Social Worker addresses attendance issues when the school's attempt have been unsuccessful.

The Response to Intervention/Collaborative Problem Solving Team (RTI/CPST) meets each Wednesday to address academic and/or behavior RTI referrals. During the meetings, the team reviews the data collected and devises a plan designed to help each child meet their academic or behavior objectives. Using BASIS, students with 2 or more warning indicators are identified. The teachers document Tier 1 teacher strategies, and the RTI/CPST team monitors their progress on an ongoing basis.

Administration meets with teachers to discuss student achievement on formative assessments during data huddle meetings. Data huddles are held quarterly for grades K - 5. Student performance data is also discussed during weekly team meetings. Students whose data indicate a pattern of non-proficiency on standard based skills are referred to the RTI/CPST team for a comprehensive study. Formative assessment results for students with 2 or more warning indicators, also undergo an in-depth review during data huddle meetings. Through the RTI/CPST process and the Data Huddle meetings, teachers receive guidance and support to precisely diagnose instructional problems, develop targeted interventions and identify appropriate progress monitoring tools

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/12/2018 - 5/15/2019	8:15 AM - 2:30 PM
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/19/2018 - 5/30/2018	8:15 AM - 2:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	4.39
Governance and Leadership	4.31
Teaching and Assessing for Learning	4.26
Resources and Support Systems	4.33
Using Results for Continuous Improvement	4.27
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>We will continue to involve our parents in the teaching and learning process. Our parents need to have as much guidance as possible to assist them in helping the children while at home. We will continue to set goals and action steps with our children and families.</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

File Name	Meeting Month	Document Type	Uploaded Date
1091_CompositionReport_10252018.pdf	October	None	10/26/2018
1091_SACDATES_10252018.pdf	October	None	10/26/2018
1091_SAFMinutes_10092018.docx	October	Developed	10/11/2018
1091_SACMinutes_10092018.docx	October	Developed	10/11/2018
1091_SAFMinutes_09112018.docx	October	None	10/11/2018
1091_SAFMinutes_09112018.docx	October	None	10/11/2018
1091_SACMinutes_09112018.docx	October	None	10/11/2018
1091_SACMinutes_09112018.docx	October	None	10/11/2018
1091_SACAGENDA_09112018.docx	October	Monitored	10/11/2018
1091_SAFSIGNIN_10012019.docx	October	None	10/11/2018
1091_SAFAGENDA_10012019.docx	October	Developed	10/11/2018
1091_SACSIGNIN10092018.docx	October	Developed	10/11/2018
1091_SACBYLAWS_10092018.docx	October	SAC ByLaws	10/11/2018
1091_SACAGENDA_10092018.docx	October	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
1	341	308 of 717	-341	127	254

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?

Data reflects that 47% of Lloyd Estates Elementary Student in grades 3 through 5 scored a 3 or higher on the 2016-2017 FSA. Literacy is a critical element to overall student achievement as well as college and career readiness.

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

Best Practice #1 Professional Learning Community (PLC), Curriculum, Assessment, Remediation, and Enrichment (C.A.R.E.) will be utilized to increase performance with our band.

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

- Data huddles with teachers
- Common planning
- Formative and Summative Assessment with constant monitoring
- Front loading of standards with teachers
- Implementation of a standard based curriculum
- Providing support and modeling for teachers to ensure students functioning at a higher level are challenged and provided rigorous instruction
- Professional development for teachers regarding data, standards, and best practices

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

I ready Data 3 times a year
I ready Progress Monitoring
BAS Data quarterly
School City - Monthly

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

- Students recieved push-in/pull-out support
- Students are reffered to the RtI Process
- Continuous data chats
- Progress monitoring

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)?

- By classroom implementation of STEM and project- based learing throughout the curriculum

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

- The leadership team conducts walkthroughs to make certain that the teachers are delivering lessons with fidelity.
- Alll lessons must be tied in to a standard
- Lessons desired effects are clearly vsible in classrooms

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?

- Scholastic Bookroom
- Journeys
- LLI
- Phonics for Reading
- Foundations

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

By the use of the Harmony Curriculum in grades Pre-K- 5. The guidance counselor assists in the implementation of the Harmony Curriculum.

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

By the use of the Harmony Curriculum in grades Pre-K- 5. The guidance counselor assists in the implementation of the Harmony Curriculum.

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

By the use of the Harmony Curriculum in grades Pre-K- 5. The guidance counselor assists in the implementation of the Harmony Curriculum.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Implementation of standard focused and driven curriculum, data huddles held bi-weekly with teachers to discuss progress by standards, monitoring with fidelity of formative and summative assessments via programs such as i-Station, i-Ready, and School City, and monitoring of student early warning indicator on BASIS to address student needs.	Administration, Literacy Coach, ESOL Resource Teacher	Microsoft VBScript runtime error '800a0005' Invalid procedure call or argument: 'FormatDateTime' /ospa/school_sip_print.asp, line 1054		