

School Improvement Plan (SIP)

School Name Broadview ES (0811)

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
0811 ELA SPECIALS	Tuesday Wednesday	1st2nd3rd4th5th	9/5/2018 - 5/15/2019	2:15 PM - 3:00 PM	K, 1, 2, 3, 4, 5
0811 ELA PREK	Tuesday Wednesday	1st2nd3rd4th5th	9/5/2018 - 5/15/2019	2:15 PM - 3:00 PM	Pre K
0811 ELA K	Tuesday Wednesday	1st2nd3rd4th5th	9/5/2018 - 5/15/2019	2:15 PM - 3:00 PM	K
0811 ELA 1	Tuesday Wednesday	1st2nd3rd4th5th	9/5/2018 - 5/15/2019	2:15 PM - 3:00 PM	1
0811 ELA 2	Tuesday Wednesday	1st2nd3rd4th5th	9/5/2018 - 5/15/2019	2:15 PM - 3:00 PM	2
0811 ELA 3	Tuesday Wednesday	1st2nd3rd4th5th	9/5/2018 - 5/15/2019	2:15 PM - 3:00 PM	3
0811 ELA 4	Tuesday Wednesday	1st2nd3rd4th5th	9/5/2018 - 5/15/2019	2:15 PM - 3:00 PM	4

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
0811 ELA 5	Tuesday Wednesday	1st2nd3rd4th5th	9/5/2018 - 5/15/2019	2:15 PM - 3:00 PM	5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	116	25.00	0.90	0.00	23.30	7.80
01	110	22.70	0.00	0.00	32.70	12.70
02	127	19.70	1.60	0.00	22.80	7.90
03	151	9.90	2.00	0.00	23.80	3.30

Data For: 2017-2018 (Last updated: 7/18/2018)						
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04	148	15.50	2.00	0.00	33.10	6.10
05	162	16.00	3.70	0.00	32.70	6.80

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

There is a variety of interventions that is employed to improve the academic performance of students identified by the early warning system. Common school-wide ELA school wide intervention hour (CARE) from 9:15-9:45 a.m embedding grade specific interventions and using the "Walk to Read" method. Tier 2 and Tier 3 intervention teachers are identified by proficiency to provide additional assistance in English Language Arts. The use of Fountas and Pinnell Benchmark Assessment System, letter names and sounds for Kindergarten, and baseline data is collected. Beginning of the year assessments for Reading and Math such as, Pre-requisite test for Math, and I-Ready diagnostic data for all grades are administered and analyzed to identify student areas of weaknesses. In addition, student's attendance is monitored on a monthly basis. Monthly grade level meetings with RTI facilitator to analyze student data and progress monitor to further determine student needs. Furthermore, monthly CPST meetings are held in order to communicate with parents the effectiveness of student's intervention progress. Effective Social and Emotional needs of students is targeted through the implementation of Stanford Harmony curriculum.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd	10/10/2018 - 5/22/2019	8:00 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
0811_Agenda_Minutes_Sign_10_25_1028.pdf	October	Monitored	10/29/2018
0811_10_24_2018_Composition_Report.pdf	October	Developed	10/24/2018
0811_10_18_2018_SAC-Meetings-Dates--.pdf	October	Developed	10/20/2018
0811_AgendaMinutesSignin_09202018.pdf	September	SAC ByLaws	9/22/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	343	296 of 717	-343	126	252

Goals

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

For the 2018-2019 school year, ELA will continue to be the focus for improving student achievement. ELA student proficiency increased by 5 points from 37% to 42%. There was a significant increase in ELA learning gains by eight points (47% to 55%). Our lowest 25 percentage remained the same at 53%. Therefore, the goal for the 2019 Florida Standards

Assessment (FSA) is to increase overall ELA proficiency from 42% to 45% or higher, as well as to improve on Learning gains (53% to 55%). This content area was chosen, due to the lowest 25th percentile ELA learning gains remaining stagnant at 53%.

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 practices that will be implemented to improve teaching and learning to increase performance within the SES band is as follows:

- High Quality Instruction through Balanced Literacy
- Authentic PLCs - (Assessment driven planning, shared collaboration, alignment with State standards and appropriate level of Rigor using the CARE cycle on a monthly basis)
- Dial in on the lowest quartile and third grade retentions through the use of Super QAR, Leveled Literacy Intervention (LLI), and Phonics for Reading.

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

Best practices will be scaled-up by:

- Alignment of instruction to adopted state standards using rigorous materials such as Ready and Coach materials through the Balanced Literacy framework. The components of a balanced literacy approach are as follows: Interactive Read aloud, guided reading, shared reading, interactive writing, shared writing, Reading workshop, writing workshop and word study.
- Grade level teams will meet in PLC meetings to analyze and apply data from multiple assessments to diagnose students' learning needs, and drive the learning progress as well as plan and sequence instruction for students to achieve mastery.
- Utilizing learning scales and rubrics, students will monitor their individual level of understanding on a daily basis until they achieve their end goal.
- Students will be held accountable for their individual progress, utilizing the SWAG folder (Students With Academic Goals). Students will track and reflect on their achievements using this tool. Students will be responsible for writing and monitoring their personal academic goal on a monthly basis.
- Grade level teams, will continue to implement the walk to read system during designated school wide CARE time, 9:15-9:45, which focuses on remediation and enrichment.

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

Fountas & Pinnell Benchmark Assessment system is a reliable tool in place to identify the instructional and independent reading levels of all students. The Benchmark Assessment System is directly linked to classroom instruction; it provides teachers with a student's instructional and independent reading level. The Benchmark Assessment system is a specific school-level progress monitoring tool that is in place in order to document student progress through one-on-one support. The Benchmark Assessment system is administered three times throughout the school year. In addition, iReady is also in place as our school-level progress monitoring tool. iReady is a computer-adaptive test that continually adjust the difficulty of each test by determining each question based on the previous response. If a student answers correctly, the difficulty level of the next

item increases. The iReady diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. It offers a complete picture of student performance and growth, eliminating the need for multiple, redundant tests. The iReady diagnostic is also administered three times throughout the school year.

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

To ensure that struggling students are meeting school and district goals, the following has been put in place:

- Authentic PLCs - (Assessment driven planning, shared collaboration, alignment with State standards and appropriate level of Rigor using the CARE cycle on a monthly basis)
- Dial in on the lowest quartile and third grade retentions using Super QAR, Leveled Literacy Intervention (LLI), and Phonics for Reading.
- Coaches have tiered level of teacher support during the school day (modeling, planning support, professional development).
- Coaches push in to focus on lowest quartile students as well other students who have yet to acquire skills per standards mastery data
- iReady 45 minutes per week and use of the Toolbox for centers and additional support
- Monitoring curriculum frames, database, conducting walkthroughs, providing immediate feedback, etc. on a regular basis.
- Admin and Support Team are present at PLC meetings to assist with curriculum support
- Teachers assigning targeted lessons to remediate students on deficit standards according to standards Mastery
- Weekly Professional Learning Communities with a weekly laser focus on deconstructing the standards to improve tier 1 instruction. During PLCs, teachers will collaborate and organize the instructional resources that align to the level 3 learning target.
- Progress monitoring of all students with close attention to lowest quartile

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 metacognitive strategy is the method used to help students understand the way they learn via the universal Designs for Learning. Effective metacognitive activities such as, the use of Stanford Harmony curriculum which incorporates the appropriate skills and strategies to solve a problem, monitoring one's own comprehension of text, self-assessing and self-correcting in response to the self-assessment, evaluating progress toward the completion of a given task. With greater awareness of how students acquire knowledge, students learn to regulate their behavior to optimize learning. Students are able to see how their strengths and weaknesses affect how they perform. The metacognitive method has offered flexibility in the ways students access material, engage with it and show what they know. In addition, through effective implementation of the school's weekly PLCs, teachers are able to monitor curriculum frames, database where as administration implements walkthroughs and follow up with immediate feedback to teachers.

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

The core curriculum used for tier 1 instruction is Journeys. It is through Journeys students are able to build confidence through a flexible and individualized study. Journeys features complex anchor texts that challenge students through the target lesson plans that meet the needs of all students. In addition, iReady is in place as a supplemental resource. Furthermore, the school ensures that Tier 1 standards-based classroom instruction is being implemented properly and effectively by:

- Developing a curriculum team (Administration, Literacy Coach and Team Leads) that meets prior to the end of the school year to develop a school-wide annual Instructional Focus Calendar for the upcoming year. The IFC is developed to adhere to specific district mandate per grade level Florida Standards.
- Monthly formatives are administered to students; teachers meet on a weekly basis during their PLC hour to discuss data collectively in order to look at strengths, weaknesses, and tailor Tier 1 instructional delivery as based on the analysis of formatives.
- Teachers input scores from formatives into the school's database. Data is monitored, by administration and Literacy Coach. Based on individual class results, the Literacy coach provides support on how to improve and effectively implement Tier 1 instructional strategies that meets the need of all learners

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?

Broadview ensures students have access to informational text for each content area in a variety of mediums via the following:

- District approved ELA resources such as NewsELA (differentiated assignments based on Lexie levels); iReady (specific to student's needs).
- Broadview also has a book/resource room that provides students' access to informational text for each content area for grades K-5.

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

We implement SEL using the Sanford Harmony curriculum during morning meetings and the school-wide positive behavior plan which reinforces respect, cooperation, responsibility, and safety.

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 are explicitly taught through small group sessions by the school social worker, implementation of the Start with Hello program, monthly Kids of Character, SHINE, and a school-wide project in which students create the SEL wheel and display around the school.

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

The school-wide policy and practices to support SEL enables students to make a difference with their peers in a simple and impactful way encouraging them to take small actions to promote connectedness and inclusion.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
High Quality Instruction through Balanced Literacy and the process of Authentic PLCs to analyze and apply data from multiple assessments to diagnose students learning needs, and drive the learning progress as well as plan and sequence instruction for students to achieve mastery	Administration, Literacy Coach, Teachers	5/15/2019		
High Quality Instruction through Balanced Literacy and the process of Authentic PLC's to analyze and apply data from multiple assessments to diagnose students learning needs, and drive the learning progress as well as plan and sequence instruction for students to achieve mastery	Administration, Literacy Coach, Teachers			

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School Improvement Plan (SIP)

School Name Castle Hill ES (1461)

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BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	98	27.60	2.00	0.00	53.10	19.40
01	114	27.20	2.60	0.00	50.00	18.40
02	97	22.70	2.10	0.00	54.60	14.40
03	108	15.70	0.00	0.00	39.80	5.60
04	87	14.90	3.40	0.00	48.30	11.50
05	87	12.60	2.30	0.00	32.20	4.60

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

ELA

We will use the Fountas & Pinnell Benchmark Assessment System (BAS) to assess students and track their growth. We will use the Fountas & Pinnell Leveled Literacy Intervention (LLI) as Tier 3 instruction to those students who scored the lowest on the BAS in each class. We will implement the Saxon Phonics and Spelling program across the grades since we have seen a neglect in Phonics over the years. We will implement more manipulatives for students to build words while in small reading group. We will continue to use i-Ready in all grades to help boost instruction. Teachers will implement and model with the Rehearsal Reading books as a whole group guided reading lesson so students will build upon their fluency, vocabulary, and comprehension skills. Detailed pacing guide will be provided with prompting questions, standards, and specific lessons to teach

Math

As a morning routine to help build computation fluency, students will complete their ADD Math worksheets (teachers will review with students). Before Math, students will complete their Math for Today worksheet and then review with teacher. Detailed pacing guide will be provided with math page numbers, standards, extra lessons, and resources to use with each lesson. Students will continue to use i-Ready to build upon math skills. Reflex Math will be incorporated into technology time to help with math fluency.

Attendance

Students who come to school daily will be acknowledged at the Award Ceremony and will receive a Perfect Attendance Certificate. Those students who display a pattern of tardiness or who miss a lot of days will be identified and their parents will be contacted. The social worker will make home visits and provide the families with strategies, resources, and assistance to help prevent chronic absences and tardies.

Suspensions

Students who get suspended will be observed and will be tracked if the suspensions are repetitive. Students who display inappropriate behaviors consistently will be discussed during RtI. Behavior plans will be created and monitored for students who misbehave often. Meetings will be scheduled with parents to help create a solution. Incentives will be provided to students who make a change in their behaviors. The social worker and guidance counselor will be involved in helping to decrease negative behaviors and suspensions.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	10/3/2018 - 5/8/2019	9:00 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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BEST PRACTICE #4

Scaling Up BEST Practices

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School Improvement Plan (SIP)

School Name Castle Hill ES (1461)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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1461 ELA 5	Wednesday	1st2nd3rd4th	8/8/2018 - 5/15/2019	3:15 PM - 4:15 PM	5
1461 ELA Grade 4	Thursday	1st2nd3rd4th	8/8/2018 - 5/15/2019	3:15 PM - 4:15 PM	4
1461 ELA 3	Thursday	1st2nd3rd4th	8/8/2018 - 5/15/2019	3:15 PM - 4:15 PM	3
1461 ELA 2	Wednesday	1st2nd3rd4th	8/8/2018 - 5/15/2019	3:15 PM - 4:15 PM	2
1461 ELA Grade 1	Tuesday	1st2nd3rd4th	8/8/2018 - 5/15/2019	3:15 PM - 4:15 PM	1
1461 ELA Early Childhood	Tuesday	1st2nd3rd4th	8/8/2018 - 5/15/2019	2:15 PM - 3:15 PM	Pre K

BEST PRACTICE #2

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BEST PRACTICE #4

Scaling Up BEST Practices

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School Improvement Plan (SIP)

School Name Coconut Palm ES (3741)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

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3741_ELA3-5	Tuesday	2nd4th	9/26/2018 - 6/4/2019	2:00 PM - 3:00 PM	3, 4, 5
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BEST PRACTICE #2

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

Below are the interventions strategies are school will be using for those students that identified by the early warning system

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- Saxon phonics will be using for primary grades (K-2)

- The Direction Instruction program is used in the primary grades (K-2)
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RtI Team Meeting Schedule

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

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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No Evidence/Artifacts

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BEST PRACTICE #4

Scaling Up BEST Practices

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Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	377	82 of 156	-377	93	185

Goals

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

According to our data, we will focus on Math for improvement. All grade levels constructed a scope and sequence for the 2018-2019 school year to ensure all standards are taught with time for practice and review.

Teachers will be given professional development to assist with how they are teaching the standards.

Intermediate grades will collaborate in a PLC with a focus on Math, spiraling between grade levels. Additional resources are being used as "bell ringers" across grade levels to practice and review math concepts. Mountain Math for all grade levels are posted in main hallway for additional practice in math during non classroom times. Teachers will include hand-on inquiry for their students to grasp concepts.

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 use small groups, including enrichment and reinforcement of skills with all students. Teachers will provide differentiated instruction with in the classroom in Math. Teacher will follow the scope and sequence that grade levels constructed at the beginning of the school year. Coconut Palm will continue to use iReady for all students in Math. Students will be expected to complete 45 minutes with a passing rate each week in Math. Teachers will be using Math "bell ringers" across all grade levels in Math. Intermediate grades

will also use other Math resources provided by the county in the classrooms to enhance the rigor of Math. Teachers will include hand-on inquiry for their students to grasp concepts.

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

Some of the BEST practice(s) were not done in past years, therefore the focus on Math as a whole school is how we are scaling up. We are increasing the amount of time as well as the rigor in the classrooms and in the school hallways for Math.

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

Coconut Palm uses i-ready data to monitor progress of all students in Math. All students take three diagnostics throughout the school year and are expected to take standard mastery tests once a month. In addition, students are completing at least 45 minutes of i-ready lessons a week. All this data is collected and monitored by teachers, administration and coaches. Students who are considered lowest quartile students are also tracked as a group by grade level. Teachers meet with administration and coaches every other month, however, this data is monitored by teachers on a weekly basis. Assistant Principal monitors the classroom usage weekly with reminders to teachers to ensure all students complete their expected iReady minutes.

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

Coconut Palm has continuous progress monitoring to ensure all students are making progress. Students identified as not making progress will be referred to RtI/MTSS for additional assistance. Additional small groups will be required for any student not making enough progress. Students will be invited to participate in any after school academic camps. These students are closely monitored and provided any assistance they may need.

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

Coconut Palm ensures that instruction is accessible to the full range of learners by providing support systems. We ensure that all the needs of all our learning are met by providing tools and resources. The teachers are provided professional development in areas of need.

We are not very aware of the UDL, we started getting training for the Literacy coaches last school year, however training stopped.

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

School administration collects lesson plans regularly to make sure all teachers are used standards to guide instruction. Administration completes observations and walkthrough regularly. Administration and support staff will be doing data chats to support teachers with creating a balanced literacy classroom.

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

Grades K-2nd are using Journey's (student edition, leveled readers, tool kit, etc.), Social Studies read alouds, i-Ready tool kit, and Science read alouds that were given to us from the County as our core programs in literacy. Grades 3rd - 5th are also using Journey's (student edition, leveled readings, tool kit, etc), i-Ready tool kit, Social Studies curriculum, and canvas to integrate technology into their daily lesson. Teachers also use materials from the school resource room for supplemental materials. All grades also use the Leveled Literacy Inventory (LLI), Direct Instruction (DI), Journey's tool kit, and Journey's decodable readers as intervention programs with fidelity.

All students have access to a balanced of literary and information text by having open access to our schools library daily. Students also use digital resources to access different texts via Tumblebooks, Epicbooks, Scholastic digital short reads and Scholastic leveled library.

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

Students learn how to make positive choices when interacting with classmates by role playing, using read alouds to give examples and expectations of positive choices. Through read alouds and think aloud questioning students are able to identify approaches to resolving conflicts constructively. Every school day students are praised for demonstrating appropriate social and classroom behavior with our school wide behavior charts and are shown examples of expected behaviors through our character traits program.

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

Our school uses character trains and read alouds to help students develop self-awareness and self-management skills. We are also focusing on social-awareness and interpersonal skills to maintain positive relationship with Quarterly Ice Breaker activities k-5, Hispanic Heritage Month, Daily Read Aloud k-5, Black History month, morning meetings, small counseling groups, k,3,5- Classroom counseling lessons

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

At Coconut Palm Elementary we provide the highest quality education where we imbed the Social Emotional standards into our everyday practices and school wide activities. In partnership with all school staff and the community we help students be mindful, successful life-long learners and problem solvers.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
	3rd, 4th, and 5th grade teachers	5/31/2019	Workshop for Canvas	\$0.00
PLCs per grade level	all teachers and support staff	5/14/2019		\$0.00

School Improvement Plan (SIP)

School Name Coconut Palm ES (3741)

School Year 2018 - 2019

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Intermediate grades will collaborate in a PLC with a focus on Math, spiraling between grade levels. Additional resources are being used as "bell ringers" across grade levels to practice and review math concepts. Mountain Math for all grade levels are posted in main hallway for additional practice in math during non classroom times. Teachers will include hand-on inquiry for their students to grasp concepts.

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 use small groups, including enrichment and reinforcement of skills with all students. Teachers will provide differentiated instruction with in the classroom in Math. Teacher will follow the scope and sequence that grade levels constructed at the beginning of the school year. Coconut Palm will continue to use iReady for all students in Math. Students will be expected to complete 45 minutes with a passing rate each week in Math. Teachers will be using Math "bell ringers" across all grade levels in Math. Intermediate grades

will also use other Math resources provided by the county in the classrooms to enhance the rigor of Math. Teachers will include hand-on inquiry for their students to grasp concepts.

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

Some of the BEST practice(s) were not done in past years, therefore the focus on Math as a whole school is how we are scaling up. We are increasing the amount of time as well as the rigor in the classrooms and in the school hallways for Math.

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

Coconut Palm uses i-ready data to monitor progress of all students in Math. All students take three diagnostics throughout the school year and are expected to take standard mastery tests once a month. In addition, students are completing at least 45 minutes of i-ready lessons a week. All this data is collected and monitored by teachers, administration and coaches. Students who are considered lowest quartile students are also tracked as a group by grade level. Teachers meet with administration and coaches every other month, however, this data is monitored by teachers on a weekly basis. Assistant Principal monitors the classroom usage weekly with reminders to teachers to ensure all students complete their expected iReady minutes.

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

Coconut Palm has continuous progress monitoring to ensure all students are making progress. Students identified as not making progress will be referred to RtI/MTSS for additional assistance. Additional small groups will be required for any student not making enough progress. Students will be invited to participate in any after school academic camps. These students are closely monitored and provided any assistance they may need.

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

Coconut Palm ensures that instruction is accessible to the full range of learners by providing support systems. We ensure that all the needs of all our learning are met by providing tools and resources. The teachers are provided professional development in areas of need.

We are not very aware of the UDL, we started getting training for the Literacy coaches last school year, however training stopped.

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

School administration collects lesson plans regularly to make sure all teachers are used standards to guide instruction. Administration completes observations and walkthrough regularly. Administration and support staff will be doing data chats to support teachers with creating a balanced literacy classroom.

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

Grades K-2nd are using Journey's (student edition, leveled readers, tool kit, etc.), Social Studies read alouds, i-Ready tool kit, and Science read alouds that were given to us from the County as our core programs in literacy. Grades 3rd - 5th are also using Journey's (student edition, leveled readings, tool kit, etc), i-Ready tool kit, Social Studies curriculum, and canvas to integrate technology into their daily lesson. Teachers also use materials from the school resource room for supplemental materials. All grades also use the Leveled Literacy Inventory (LLI), Direct Instruction (DI), Journey's tool kit, and Journey's decodable readers as intervention programs with fidelity.

All students have access to a balanced of literary and information text by having open access to our schools library daily. Students also use digital resources to access different texts via Tumblebooks, Epicbooks, Scholastic digital short reads and Scholastic leveled library.

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

Students learn how to make positive choices when interacting with classmates by role playing, using read alouds to give examples and expectations of positive choices. Through read alouds and think aloud questioning students are able to identify approaches to resolving conflicts constructively. Every school day students are praised for demonstrating appropriate social and classroom behavior with our school wide behavior charts and are shown examples of expected behaviors through our character traits program.

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

Our school uses character trains and read alouds to help students develop self-awareness and self-management skills. We are also focusing on social-awareness and interpersonal skills to maintain positive relationship with Quarterly Ice Breaker activities k-5, Hispanic Heritage Month, Daily Read Aloud k-5, Black History month, morning meetings, small counseling groups, k,3,5-
Classroom counseling lessons

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

At Coconut Palm Elementary we provide the highest quality education where we imbed the Social Emotional standards into our everyday practices and school wide activities. In partnership with all school staff and the community we help students be mindful, successful life-long learners and problem solvers.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
	3rd, 4th, and 5th grade teachers	5/31/2019	Workshop for Canvas	\$0.00
PLCs per grade level	all teachers and support staff	5/14/2019		\$0.00

School Improvement Plan (SIP)

School Name Coral Cove ES (2011)

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
Performance Scales and Learning Goals- Integration	Thursday	1st3rd	9/17/2018 - 6/4/2019	1:30 PM - 2:45 PM	1
Performance Scales and Learning Goals- Integration	Tuesday	1st3rd	9/17/2018 - 6/4/2019	1:30 PM - 2:45 PM	3
Performance Scales and Learning Goals- Integration	Monday Tuesday	1st3rd	9/17/2018 - 6/4/2019	1:30 PM - 2:45 PM	5
Performance Scales and Learning Goals- Integration	Monday	2nd4th	9/17/2018 - 6/4/2019	1:30 PM - 2:45 PM	4
Performance Scales and Learning Goals- Integration	Tuesday	2nd4th	9/17/2018 - 6/4/2019	1:30 PM - 2:45 PM	2
Performance Scales and Learning Goals- Integration	Thursday	2nd4th	9/17/2018 - 6/4/2019	1:30 PM - 2:45 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	90	12.20	0.00	0.00	11.10	1.10
01	89	14.60	0.00	0.00	23.60	3.40
02	118	8.50	0.80	0.00	11.90	0.80
03	133	11.30	0.00	0.00	12.80	3.00
04	149	6.00	0.70	0.00	12.10	2.70
05	141	5.00	3.50	0.00	14.20	1.40

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

Students identified as needing TIER 2 and TIER 3 interventions receive a daily double and triple dose of targeted instruction, utilizing interventions from the Districts' Struggling Reader and Math Charts. The Reading Intervention includes Journeys Write in Reader, English Language Learner Resources, Literacy Tool Kit, Leveled Literacy Intervention (LLI), Istation (K-1 Dual Language), Study Island, and progress monitoring through School City. The students identified as needing TIER 2 and TIER 3 interventions in Mathematics will

receive individualized instruction through TenMarks, GoMath Reteach Lessons, GoMath Intensive Intervention, Study Island, and progress monitoring through School City.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	9/18/2018 - 6/4/2019	8:00 AM - 1:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
2011-CCE-SAC-Composition-Report--2018-2019.pdf	November	None	11/6/2018
2001-CCE-SAC-Meeting-&-Minutes-10.24.2018-pdf.pdf	October	SAC ByLaws	10/30/2018
Coral-Cove-Elementary-2011-By-Laws.pdf	October	SAC ByLaws	10/8/2018
2011-SAC-Meeting-9.26.18-Coral-Cove-Elem..pdf	September	SAC ByLaws	9/28/2018

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	440	48 of 118	1	65	130

Goals

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

Math will be the content focus, in order to improve our student achievement. Our FSA data indicates that this is an area of growth for us to focus on as a school.

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?

Coral Cove Elementary will be scaling up Best Practice #1: Authentic and Focused PLC's.

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

Coral Cove Elementary will be scaling up Best Practice #1: Authentic and Focused PLC's. The grade levels and administration will meet to collaborate on best practices and create grade level specific learning goals. It will be a focus of meetings to ensure the learning goals are aligned to state standards.

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

Specific school-level progress monitoring data that is collected are ongoing assessment results, school city reports, and data collected during data chats. Data chats are held quarterly and ongoing monitoring of data is collected bi-weekly at our grade level PLC's.

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

Coral Cove has a Collaborative Problem Solving Team (CPST) that meets bi-weekly to discuss the progress of students who are not progressing towards school and district goals. Teachers at this time bring all necessary data to meet with the team and parents of the students to make a plan to ensure progression towards standards.

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

In order to ensure that all classroom instruction is accessible to the full range of learners and instruction is differentiated, we work together during PLC's to plan accordingly and pull resources needed in order to ensure student progress.

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

During PLC's we ensure that Tier 1 Standards- Based classroom instruction is being implemented properly and effectively. At this time teachers work together to plan accordingly. Additionally, during informal walkthroughs administration and coaches are able to ensure that standards are being properly taught and instruction is differentiated.

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?

Text used for core, supplemental, and intervention programs used for K-5 students is Leveled Literacy Intervention and the teacher also use the Continuum of Literacy to ensure they are targeting all the skills needed to be successful readers. Teachers have been provided with funding from Title 1 to provide students will leveled libraries and interest libraries.

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

Coral Cove Elementary provides students with a comprehensive school counseling plan to ensure proper social/emotional development. Strategies implemented are classroom counseling curriculum, small group counseling, school-wide initiatives, and individual counseling.

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 are integrated through faculty meetings, support staff meetings, classroom counseling curriculum, small group counseling, and individual counseling.

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

Our school-wide policy supports the social emotional learning of our students through faculty meetings, support staff meetings, classroom counseling curriculum, small group counseling, and individual counseling.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Small group intervention and math center implementation.	Classroom teachers, support, and administration	6/4/2019	Teachers who are missing the K-2 or 3-5 small group center training will try to take it this school year.	No budget will be needed for this as it is offered by the Broward County School District.

School Improvement Plan (SIP)

School Name Coral Cove ES (2011)

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
Performance Scales and Learning Goals- Integration	Thursday	1st3rd	9/17/2018 - 6/4/2019	1:30 PM - 2:45 PM	1
Performance Scales and Learning Goals- Integration	Tuesday	1st3rd	9/17/2018 - 6/4/2019	1:30 PM - 2:45 PM	3
Performance Scales and Learning Goals- Integration	Monday Tuesday	1st3rd	9/17/2018 - 6/4/2019	1:30 PM - 2:45 PM	5
Performance Scales and Learning Goals- Integration	Monday	2nd4th	9/17/2018 - 6/4/2019	1:30 PM - 2:45 PM	4
Performance Scales and Learning Goals- Integration	Tuesday	2nd4th	9/17/2018 - 6/4/2019	1:30 PM - 2:45 PM	2
Performance Scales and Learning Goals- Integration	Thursday	2nd4th	9/17/2018 - 6/4/2019	1:30 PM - 2:45 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	90	12.20	0.00	0.00	11.10	1.10
01	89	14.60	0.00	0.00	23.60	3.40
02	118	8.50	0.80	0.00	11.90	0.80
03	133	11.30	0.00	0.00	12.80	3.00
04	149	6.00	0.70	0.00	12.10	2.70
05	141	5.00	3.50	0.00	14.20	1.40

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

Students identified as needing TIER 2 and TIER 3 interventions receive a daily double and triple dose of targeted instruction, utilizing interventions from the Districts' Struggling Reader and Math Charts. The Reading Intervention includes Journeys Write in Reader, English Language Learner Resources, Literacy Tool Kit, Leveled Literacy Intervention (LLI), Istation (K-1 Dual Language), Study Island, and progress monitoring through School City. The students identified as needing TIER 2 and TIER 3 interventions in Mathematics will

receive individualized instruction through TenMarks, GoMath Reteach Lessons, GoMath Intensive Intervention, Study Island, and progress monitoring through School City.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	9/18/2018 - 6/4/2019	8:00 AM - 1:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
2011-CCE-SAC-Composition-Report--2018-2019.pdf	November	None	11/6/2018
2001-CCE-SAC-Meeting-&-Minutes-10.24.2018-pdf.pdf	October	SAC ByLaws	10/30/2018
Coral-Cove-Elementary-2011-By-Laws.pdf	October	SAC ByLaws	10/8/2018
2011-SAC-Meeting-9.26.18-Coral-Cove-Elem..pdf	September	SAC ByLaws	9/28/2018

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	440	48 of 118	1	65	130

Goals

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

Math will be the content focus, in order to improve our student achievement. Our FSA data indicates that this is an area of growth for us to focus on as a school.

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?

Coral Cove Elementary will be scaling up Best Practice #1: Authentic and Focused PLC's.

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

Coral Cove Elementary will be scaling up Best Practice #1: Authentic and Focused PLC's. The grade levels and administration will meet to collaborate on best practices and create grade level specific learning goals. It will be a focus of meetings to ensure the learning goals are aligned to state standards.

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

Specific school-level progress monitoring data that is collected are ongoing assessment results, school city reports, and data collected during data chats. Data chats are held quarterly and ongoing monitoring of data is collected bi-weekly at our grade level PLC's.

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

Coral Cove has a Collaborative Problem Solving Team (CPST) that meets bi-weekly to discuss the progress of students who are not progressing towards school and district goals. Teachers at this time bring all necessary data to meet with the team and parents of the students to make a plan to ensure progression towards standards.

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

In order to ensure that all classroom instruction is accessible to the full range of learners and instruction is differentiated, we work together during PLC's to plan accordingly and pull resources needed in order to ensure student progress.

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

During PLC's we ensure that Tier 1 Standards- Based classroom instruction is being implemented properly and effectively. At this time teachers work together to plan accordingly. Additionally, during informal walkthroughs administration and coaches are able to ensure that standards are being properly taught and instruction is differentiated.

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?

Text used for core, supplemental, and intervention programs used for K-5 students is Leveled Literacy Intervention and the teacher also use the Continuum of Literacy to ensure they are targeting all the skills needed to be successful readers. Teachers have been provided with funding from Title 1 to provide students will leveled libraries and interest libraries.

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

Coral Cove Elementary provides students with a comprehensive school counseling plan to ensure proper social/emotional development. Strategies implemented are classroom counseling curriculum, small group counseling, school-wide initiatives, and individual counseling.

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 are integrated through faculty meetings, support staff meetings, classroom counseling curriculum, small group counseling, and individual counseling.

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

Our school-wide policy supports the social emotional learning of our students through faculty meetings, support staff meetings, classroom counseling curriculum, small group counseling, and individual counseling.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Small group intervention and math center implementation.	Classroom teachers, support, and administration	6/4/2019	Teachers who are missing the K-2 or 3-5 small group center training will try to take it this school year.	No budget will be needed for this as it is offered by the Broward County School District.

School Improvement Plan (SIP)

School Name Dolphin Bay ES (3751)

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
Dolphin Bay Elementary	Tuesday	1st	9/4/2018 - 5/28/2019	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	108	24.10	2.80	0.00	34.30	13.90
01	130	16.20	0.00	0.00	15.40	5.40
02	123	13.00	0.00	0.00	13.00	1.60
03	140	10.70	0.70	0.00	9.30	0.00
04	140	6.40	0.70	0.00	16.40	2.10
05	139	7.90	0.00	0.00	7.90	1.40

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

We will use the following Intervention Strategies to address the needs of the students evidenced by the Early Warning Indicators: small group instruction, scaffolding instruction, activating prior knowledge, modeling and demonstrating skills and concepts, providing specific performance feedback, progress monitor students, peer/buddy tutor, center activities aligned to the rigor of the standards, graphic organizers/thinking maps, and technology.

RtI Team Meeting Schedule

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

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd	9/5/2018 - 5/28/2019	8:15 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
SAF-sign_agen_mins-11_05.pdf	November	None	11/6/2018
SAC-agen_min_sign-in-11_05.pdf	November	Monitored	11/6/2018
SAC-A+ballot-results-2018.pdf	October	A+ Funds	10/26/2018
SAF-agen_min_sign-in-09_17.pdf	October	SAF ByLaws	10/26/2018
SAF-10_22-sign_agen_mins.pdf	October	None	10/26/2018
SAC-10_22-signin_agen_min.pdf	October	Developed	10/26/2018
A+-ballot-10_22_18.pdf	October	A+ Funds	10/26/2018
SAC-10_22-signin_agen_min.pdf	October	A+ Funds	10/26/2018
SAC-Composition-2018-2019.pdf	October	None	10/17/2018
SAF-agen_min_sign-in-09_17.pdf	September	None	9/28/2018
SAC-agen_min_sign-in-09_17.pdf	September	SAC ByLaws	9/28/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC-agen_min_sign-in-09_17.pdf	September	Developed	9/28/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
5	491	8 of 149	11	50	99

Goals

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

As evidenced by the SES Band Data, learning gains in ELA and Mathematics will be the focus for improving student achievement. Learning gains in ELA and Mathematics will be the focus because students need to make learning gains in order to increase their achievement level and earn proficiency on the FSA.

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

The BEST practices are as follows:
Data Chat meetings

Weekly PLC meetings
Monthly Vertical Team meetings
Instructional Focus Calendars (Math, ELA, Science)
I-Ready and Go Math Assessments
Target instruction
Small Group Instruction
RtI/MTSS Process
Support from Instructional Coaches

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

The BEST practices will be scaled-up as follows:

Designated monthly Data Chat meetings with administration and support staff
Weekly PLC meetings focusing on the alignment of standards and practices
Monthly Vertical Team meetings focusing on the alignment of the standards across the grade levels
Instructional Focus Calendar aligned to the standards (Math, ELA, Science)
Utilizing I-Ready and Go Math assessments at interval times throughout the year to assist with diagnosis and progress monitoring
Target instruction to the specific needs of the students (ESE, ESOL)
Utilize Small Group instruction to target and differentiate instruction to the needs of the students
Streamlined RtI/MTSS Process and RtI meetings are held every 4-6 weeks
Instructional Coaches are modeling lessons and providing support for teachers in the classrooms

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

The school-level progress monitoring data collected are the results from the Benchmark Assessment System administered 3 times a year in grades K-3 and for Level 1 and Level 2 students in grades 3-5, iReady Diagnostic for reading is administered 3 times a year in grades K-5, I-Ready Standards Mastery is given at the end of unit, I-Ready Growth Monitoring is given every 4 to 6 weeks, Go Math Assessments are given at the middle and at the end of the chapters, TenMarks Assessments are given after each standard has been taught, and Stemscoptes Assessment will be given three times a year.

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

Dolphin Bay Elementary ensures the fidelity of students not progressing towards school and district goals by recording Tiered instruction interventions in BASIS and following up with meetings to discuss the outcomes. Grade levels meet weekly during PLC meetings to align lesson plans with curriculum and assessments, analyze student data, and discuss instructional strategies to best meet student needs. PLC meetings are Data driven and follow the CARE model to offer remediation and enrichment for students, support the Florida Standards, and ensure rigor to provide the optimum learning experiences for students.

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)?

Grade levels meet weekly during PLC meetings to align lesson plans with curriculum and assessments, analyze student data, and discuss instructional strategies to best meet student needs. PLC meetings are Data driven and follow the CARE model to offer remediation and enrichment for students, support the Florida Standards, and ensure rigor to provide the optimum learning experiences for students. Dolphin Bay Elementary ensures that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning for effective instructional design and delivery by conducting formal and informal observations, conducting data chats, and quarterly collection of lesson plans which reflect the lesson plan checklist criteria. Instructional practices reflect the use of the WIDA CAN Do descriptors, ESE accommodations and modifications, and Social-Emotional Learners standards.

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

Dolphin Bay Elementary ensures Tier 1 Standards-Based classroom instruction is being implemented properly and effectively by conducting formal and informal observations with the Look Fors in the implementation of the Balanced Literacy Framework and mathematics instruction.

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

ELA K-5 : Journeys, Newsela, iReady, Phonics for Reading, Elements of Reading, Focus, Foundations, LLI

Mathematics K-5: Go Math Mathematics, TenMarks

Dual Language Classes K-2: Journeys, Senderos, IReady

Science K-5: Science A-Z, Stemsopes

Social Studies K-5: Read Aloud collections, Newsela

Additional teacher created resources.

The school follows the Balanced Literacy Framework, the Fountas and Pinnel Continuum, and has a Resource Book Room with a variety of leveled readers in a variety of genres.

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

Dolphin Bay Elementary implements Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills through Caring Club, Book Buddies, Dolphin Friends, and through Sanford Harmony's Diversity and Inclusion classroom lessons, Mindfulness Monday activities school wide on morning announcements.

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

Dolphin Bay Elementary explicitly teaches or integrates the five competencies of the Social Emotional Learning school-wide through Caring Club, Book Buddies, Dolphin Friends, and through Sanford Harmony’s Diversity and Inclusion classroom lessons, Mindfulness Monday activities school wide on morning announcements.

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

Promote communication and social skills to interact effectively with others in Caring Club, Book Buddies, Dolphin Friends, and through Sanford Harmony’s Diversity and Inclusion classroom lessons

Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways through Mindfulness Monday activities school wide on morning announcements, Caring Club, and Sanford Harmony classroom lessons

Apply decision making skills to deal responsibility with daily academic and social situations in Caring Club, Book Buddies, Dolphin Friends, and through Sanford Harmony’s classroom lessons.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
<p>The strategies and/or activities that we will use to upscale are as follows: Implement a school-wide Instructional Focus Calendar for ELA using Specific iReady materials aligned to Florida standards, utilize Interim Assessments within the I-Ready program to progress monitor, develop PLC's focused on reviewing I-Ready data in order to identify strengths and weaknesses in order to modify instruction and remediate and enrich students, Teachers will participate monthly in data chats with the principal and support staff focused on looking at Tier 1 data in order to make instructional decisions, Push in/pull out/academic enrichment camps will be implemented with students identified in the bottom quartile in the areas of reading and math, teachers will be involved in professional development in order to assess students and use assessment data in order to drive instruction and to have effective centers and small group instruction aligned to standards.</p>	<p>Sandra Nelson, Principal</p>	<p>6/4/2019</p>	<p>Journeys, Benchmark Assessment System, Small group, Balance Literacy, DBQ's, iReady</p>	<p>Accountability Funds</p>

School Improvement Plan (SIP)

School Name Dolphin Bay ES (3751)

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
Dolphin Bay Elementary	Tuesday	1st	9/4/2018 - 5/28/2019	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	108	24.10	2.80	0.00	34.30	13.90
01	130	16.20	0.00	0.00	15.40	5.40
02	123	13.00	0.00	0.00	13.00	1.60
03	140	10.70	0.70	0.00	9.30	0.00
04	140	6.40	0.70	0.00	16.40	2.10
05	139	7.90	0.00	0.00	7.90	1.40

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

We will use the following Intervention Strategies to address the needs of the students evidenced by the Early Warning Indicators: small group instruction, scaffolding instruction, activating prior knowledge, modeling and demonstrating skills and concepts, providing specific performance feedback, progress monitor students, peer/buddy tutor, center activities aligned to the rigor of the standards, graphic organizers/thinking maps, and technology.

RtI Team Meeting Schedule

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

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd	9/5/2018 - 5/28/2019	8:15 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
SAF-sign_agen_mins-11_05.pdf	November	None	11/6/2018
SAC-agen_min_sign-in-11_05.pdf	November	Monitored	11/6/2018
SAC-A+ballot-results-2018.pdf	October	A+ Funds	10/26/2018
SAF-agen_min_sign-in-09_17.pdf	October	SAF ByLaws	10/26/2018
SAF-10_22-sign_agen_mins.pdf	October	None	10/26/2018
SAC-10_22-signin_agen_min.pdf	October	Developed	10/26/2018
A+-ballot-10_22_18.pdf	October	A+ Funds	10/26/2018
SAC-10_22-signin_agen_min.pdf	October	A+ Funds	10/26/2018
SAC-Composition-2018-2019.pdf	October	None	10/17/2018
SAF-agen_min_sign-in-09_17.pdf	September	None	9/28/2018
SAC-agen_min_sign-in-09_17.pdf	September	SAC ByLaws	9/28/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC-agen_min_sign-in-09_17.pdf	September	Developed	9/28/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
5	491	8 of 149	11	50	99

Goals

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

As evidenced by the SES Band Data, learning gains in ELA and Mathematics will be the focus for improving student achievement. Learning gains in ELA and Mathematics will be the focus because students need to make learning gains in order to increase their achievement level and earn proficiency on the FSA.

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

The BEST practices are as follows:
Data Chat meetings

Weekly PLC meetings
Monthly Vertical Team meetings
Instructional Focus Calendars (Math, ELA, Science)
I-Ready and Go Math Assessments
Target instruction
Small Group Instruction
RtI/MTSS Process
Support from Instructional Coaches

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

The BEST practices will be scaled-up as follows:

Designated monthly Data Chat meetings with administration and support staff
Weekly PLC meetings focusing on the alignment of standards and practices
Monthly Vertical Team meetings focusing on the alignment of the standards across the grade levels
Instructional Focus Calendar aligned to the standards (Math, ELA, Science)
Utilizing I-Ready and Go Math assessments at interval times throughout the year to assist with diagnosis and progress monitoring
Target instruction to the specific needs of the students (ESE, ESOL)
Utilize Small Group instruction to target and differentiate instruction to the needs of the students
Streamlined RtI/MTSS Process and RtI meetings are held every 4-6 weeks
Instructional Coaches are modeling lessons and providing support for teachers in the classrooms

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

The school-level progress monitoring data collected are the results from the Benchmark Assessment System administered 3 times a year in grades K-3 and for Level 1 and Level 2 students in grades 3-5, iReady Diagnostic for reading is administered 3 times a year in grades K-5, I-Ready Standards Mastery is given at the end of unit, I-Ready Growth Monitoring is given every 4 to 6 weeks, Go Math Assessments are given at the middle and at the end of the chapters, TenMarks Assessments are given after each standard has been taught, and Stemscoptes Assessment will be given three times a year.

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

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Mathematics K-5: Go Math Mathematics, TenMarks

Dual Language Classes K-2: Journeys, Senderos, IReady

Science K-5: Science A-Z, Stemsopes

Social Studies K-5: Read Aloud collections, Newsela

Additional teacher created resources.

The school follows the Balanced Literacy Framework, the Fountas and Pinnel Continuum, and has a Resource Book Room with a variety of leveled readers in a variety of genres.

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

Dolphin Bay Elementary implements Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills through Caring Club, Book Buddies, Dolphin Friends, and through Sanford Harmony's Diversity and Inclusion classroom lessons, Mindfulness Monday activities school wide on morning announcements.

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

Dolphin Bay Elementary explicitly teaches or integrates the five competencies of the Social Emotional Learning school-wide through Caring Club, Book Buddies, Dolphin Friends, and through Sanford Harmony’s Diversity and Inclusion classroom lessons, Mindfulness Monday activities school wide on morning announcements.

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

Promote communication and social skills to interact effectively with others in Caring Club, Book Buddies, Dolphin Friends, and through Sanford Harmony’s Diversity and Inclusion classroom lessons

Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways through Mindfulness Monday activities school wide on morning announcements, Caring Club, and Sanford Harmony classroom lessons

Apply decision making skills to deal responsibility with daily academic and social situations in Caring Club, Book Buddies, Dolphin Friends, and through Sanford Harmony’s classroom lessons.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
<p>The strategies and/or activities that we will use to upscale are as follows: Implement a school-wide Instructional Focus Calendar for ELA using Specific iReady materials aligned to Florida standards, utilize Interim Assessments within the I-Ready program to progress monitor, develop PLC's focused on reviewing I-Ready data in order to identify strengths and weaknesses in order to modify instruction and remediate and enrich students, Teachers will participate monthly in data chats with the principal and support staff focused on looking at Tier 1 data in order to make instructional decisions, Push in/pull out/academic enrichment camps will be implemented with students identified in the bottom quartile in the areas of reading and math, teachers will be involved in professional development in order to assess students and use assessment data in order to drive instruction and to have effective centers and small group instruction aligned to standards.</p>	<p>Sandra Nelson, Principal</p>	<p>6/4/2019</p>	<p>Journeys, Benchmark Assessment System, Small group, Balance Literacy, DBQ's, iReady</p>	<p>Accountability Funds</p>

School Improvement Plan (SIP)

School Name Fairway ES (1641)

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
Fairway Elementary PLCs	Monday	1st3rd	10/22/2018 - 5/21/2019	2:10 PM - 3:10 PM	5
Fairway Elementary PLCs	Tuesday	1st3rd	10/23/2018 - 5/21/2019	2:10 PM - 3:10 PM	4
Fairway Elementary PLCs	Tuesday	1st2nd3rd4th	10/23/2018 - 5/21/2019	12:30 PM - 1:00 AM	3
Fairway Elementary PLCs	Wednesday	1st3rd	10/24/2018 - 5/22/2019	2:10 PM - 3:10 PM	2
Fairway Elementary PLCs	Tuesday	1st3rd	10/16/2018 - 5/21/2019	2:10 PM - 3:10 PM	1
Fairway Elementary PLCs	Tuesday	1st3rd	9/18/2018 - 5/21/2019	2:15 PM - 2:10 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	114	24.60	0.00	0.00	29.80	9.60
01	103	18.40	1.00	0.00	27.20	8.70
02	109	24.80	2.80	0.00	27.50	9.20
03	119	20.20	0.80	0.00	21.00	5.00
04	119	20.20	0.80	0.00	18.50	6.70
05	98	16.30	3.10	0.00	20.40	9.20

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

- Immediate intensive intervention (iii) instruction will be provided daily according to need, as an extension of or beyond the daily 90-minute reading block. The intervention will be provided in a small group setting with 4-7 students or through one-on-one conferring (using the "Push-in" model with the Academic Support Coaches).

- Consultation of The Literacy Continuum (by Fountas & Pinnell) for targeted reading instructional goals in the guided reading and phonics, spelling, and word study sections will be employed as a strategy also.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	9/11/2018 - 5/21/2019	8:30 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Bylaws.pdf	October	SAC ByLaws	10/30/2018
SAC-Meetings-DATES.2018-2019.Updated.pdf	October	A+ Funds	10/25/2018
SAC.COMPOSITION.pdf	October	A+ Funds	10/25/2018
SAC-October-9th-2018.docx	October	SAC ByLaws	10/17/2018
10.5.18-Appoint-SAC-Chair.pdf	October	None	10/9/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	400	100 of 717	1	98	195

Goals

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

Based on the SES Band Data, the content area of ELA was chosen as the primary focus for improving student achievement for the 2018-2019 school year. This was based on the data showing that we need 98 points to Bridge Half the Gap to the Top of SES Band, and within 1 point of the next school in our SES Band. In addition to this, the 2017-2018 ELA data evidenced that 52% of our students demonstrated proficiency in this academic area.

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

The following BEST practices will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band:

- Peer observations
- Reflective discussions
- Subsequent follow-up activities
- More frequent celebrations of student successes
- Weekly Team Meetings
- Professional Learning Communities

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

Any peer observations, reflective discussions, and subsequent follow-up activities will be directly lined to Marzano classroom indicators and their correlation to design questions. Teachers will be more fluent with both the direct instructional practices as well as the targeted student outcomes linked to each of these indicators.

The increase in student recognition will lead to more frequent 'celebrations of success' across curriculum areas.

These will include 100 Clubs, A Team, and Mastery Series with monthly functions to highlight student success. The honor roll assemblies will be widened to include recognition of students in these areas of achievement.

The weekly Team Meetings and Professional Learning Communities will be used to review best practices, effective planning, and data towards student achievement.

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

At the elementary level, the computer adaptive STAR Early Literacy assessment is administered to all kindergarten students to identify early literacy skills. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print 4 | Page assessments for additional progress monitoring. In addition, teachers administer the Benchmark Assessment System (BAS) to diagnose and monitor students' progress towards meeting grade level reading proficiency in grades K-3 and for struggling readers (scoring a level 1 or 2 on FSA) in grades 4-5. The Spanish equivalent of BAS, Sistema de Evaluación de la Lectura (SEL) is administered in all K-5 Dual Language classrooms as a form of Spanish Language acquisition progress monitoring.

In addition, School City data is collected after the completion of each standard (every 2-3 weeks). In addition, iReady data is collected on a weekly basis to determine student progress or to address areas of academic concern.

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

At the elementary level, the computer adaptive STAR Early Literacy assessment is administered to all kindergarten students to identify early literacy skills. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print 4 | Page assessments for additional progress monitoring. In addition, teachers administer the Benchmark Assessment System (BAS) to diagnose and monitor students' progress towards meeting grade level reading proficiency in grades K-3 and for struggling readers (scoring a level 1 or 2 on FSA) in grades 4-5. The Spanish equivalent of BAS, Sistema de Evaluación de la Lectura (SEL) is administered in all K-5 Dual Language classrooms as a form of Spanish Language acquisition progress monitoring.

Additionally, Idea Proficiency Test (IPT) is administered to ELLs to monitor English Language proficiency. Most SWDs participate in the same progress monitoring assessments as their peers in grades K-12. Based on the specific intervention needed, student progress may be monitored daily, weekly or at another frequency.

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 District's Literacy Field Guide for Educators provisions the use of the Universal Design for Learning (UDL) framework for instructional planning and delivery to increase meaningful access and reduce barriers to learning for all students with diverse learning needs, including, but not limited to, SWDs, English language

learners, and those from diverse cultural and socioeconomic backgrounds.

The Office of Academics provide job embedded professional learning opportunities for teachers that integrate the principles of UDL. These courses help teachers design learning environments that are accessible to all students in their respective grade levels and subject areas. Evidence of teacher application of these principles is collected via the submission of implementation plans and/or student work required to satisfactorily complete the professional development course requirements. target language. District and school level staff offer customized support to schools in the implementation of UDL in the classroom as needed.

?To further support teachers with incorporating the UDL framework into their lessons, Canvas will incorporate Universal Design principles to ensure that all students, particularly SWDs, can access and use the system as part of their educational program. The end goal is to provide learners with a variety of ways to access and process information and demonstrate what they have learned, taking into account their varying ability levels, learning preferences, languages, and cultural backgrounds.

Additionally, teacher and student support on universal design principles is also available through the District online resource, Atomic Learning, with online modules that provide tutorials on infusing universal design principles into instruction and lesson plans. Instructional technology specialists, library media specialists, ESE specialists, ESE Support facilitators, and ESOL specialists work in collaboration with classroom teachers to ensure access to online academic databases, digital tools, and instructional resources that support and accommodate the needs of all students through universal design. This includes Dual Language classrooms and support in the target language. District and school level staff offer customized support to schools in the implementation of UDL in the classroom as needed.

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

District academic teams and school leadership teams conduct informal classroom walkthroughs at the request of the school principal (and/or Cadre Director) to ensure that instruction is systematic and explicit to meet the needs of students. Recommendations for professional development and additional support are provided to schools based on data and student needs. Follow-up implementation assignments that teachers are required to complete after attending a professional learning course facilitated by the Office of Academics are critiqued to ensure that the best instructional practices learned in the courses are being implemented effectively in the classroom. These include, effective use of ESOL instructional practices including both content and language objectives and appropriate accommodations to support SWD students with disabilities (SWDs) access to the Florida Standards curriculum and instruction.

Fairway also implements Keystones (performance tasks) that are aligned to state standards to determine if students are making adequate progress towards meeting the expectation of the standards.

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

Journeys is the text used for core, along with Journey's ancillary materials for supplemental and intervention programs. Broward County Public Schools uses Canvas K-12 Learning Management System (LMS), a key

digital resource that supports a blended and personalized learning environment to provide individual student and teacher access to instructional content, communication and collaboration tools, and assessments that can be customized and directed to meet individual student needs including English Language learners and SWDs. Canvas provides schools/teachers an opportunity to access an extensive library of digital resources and allows teachers to build a bank of varied complex texts to pair with the conceptual topics units of study and essential questions across all content areas beyond the current readily available ancillary materials included in current textbook adoptions.

The District provides free online resources for students and teachers to access from school or home through the use of Sharepoints, the school media center and Canvas learning management system, all of which are available through the single-sign-on Launchpad. These resources are referenced in the District's Literacy Field Guide for Educators and serve as a strong starting point for research, providing credible, reliable and the most current and updated information available for all curricular areas of study including informational databases (such as the Gale Group Opposing Viewpoints or SIRS Researcher), the American Memory Project at the Library of Congress, in public library collections, and through Destiny, the online catalog of resources in Broward County Public Schools.

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

Fairway implements the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotion skills by ensuring the following occurs:

- Self-awareness and self-management skills to achieve school and life success is developed.
- Establishing and maintaining positive relationships through the use of social-awareness and interpersonal skills.
- Allowing students to demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

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

Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making will be taught and/or integrated school-wide and in the classroom through professional developments scheduled on Employee Planning days for 1 hour. Once the professional development is completed the competencies can be integrated through daily student (peer) interactions.

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

Fairway Elementary's school-wide policy and practices support the social emotional learning for students through the use of LEAPS Social Emotional Learning Platform, 5th Grade Student Government, and Peer Pals (Where General Education students are paired up with special needs students) for support and to teach the skills of social emotional learning.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Small group instruction, i-Ready, constant monitoring of standards on a weekly/daily basis, push-in with support coaches, and data chats with students.	Math Coach		i-Ready, School City, GoMath, & Acaletics	
Small group instruction, i-Ready, constant monitoring of standards on a weekly/daily basis, push-in with support coaches, and data chats with students,	ELA Coach		i-Ready, School City, & Balanced Literacy	

School Improvement Plan (SIP)

School Name Fairway ES (1641)

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
Fairway Elementary PLCs	Monday	1st3rd	10/22/2018 - 5/21/2019	2:10 PM - 3:10 PM	5
Fairway Elementary PLCs	Tuesday	1st3rd	10/23/2018 - 5/21/2019	2:10 PM - 3:10 PM	4
Fairway Elementary PLCs	Tuesday	1st2nd3rd4th	10/23/2018 - 5/21/2019	12:30 PM - 1:00 AM	3
Fairway Elementary PLCs	Wednesday	1st3rd	10/24/2018 - 5/22/2019	2:10 PM - 3:10 PM	2
Fairway Elementary PLCs	Tuesday	1st3rd	10/16/2018 - 5/21/2019	2:10 PM - 3:10 PM	1
Fairway Elementary PLCs	Tuesday	1st3rd	9/18/2018 - 5/21/2019	2:15 PM - 2:10 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	114	24.60	0.00	0.00	29.80	9.60
01	103	18.40	1.00	0.00	27.20	8.70
02	109	24.80	2.80	0.00	27.50	9.20
03	119	20.20	0.80	0.00	21.00	5.00
04	119	20.20	0.80	0.00	18.50	6.70
05	98	16.30	3.10	0.00	20.40	9.20

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

- Immediate intensive intervention (iii) instruction will be provided daily according to need, as an extension of or beyond the daily 90-minute reading block. The intervention will be provided in a small group setting with 4-7 students or through one-on-one conferring (using the "Push-in" model with the Academic Support Coaches).

- Consultation of The Literacy Continuum (by Fountas & Pinnell) for targeted reading instructional goals in the guided reading and phonics, spelling, and word study sections will be employed as a strategy also.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	9/11/2018 - 5/21/2019	8:30 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Bylaws.pdf	October	SAC ByLaws	10/30/2018
SAC-Meetings-DATES.2018-2019.Updated.pdf	October	A+ Funds	10/25/2018
SAC.COMPOSITION.pdf	October	A+ Funds	10/25/2018
SAC-October-9th-2018.docx	October	SAC ByLaws	10/17/2018
10.5.18-Appoint-SAC-Chair.pdf	October	None	10/9/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	400	100 of 717	1	98	195

Goals

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

Based on the SES Band Data, the content area of ELA was chosen as the primary focus for improving student achievement for the 2018-2019 school year. This was based on the data showing that we need 98 points to Bridge Half the Gap to the Top of SES Band, and within 1 point of the next school in our SES Band. In addition to this, the 2017-2018 ELA data evidenced that 52% of our students demonstrated proficiency in this academic area.

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

The following BEST practices will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band:

- Peer observations
- Reflective discussions
- Subsequent follow-up activities
- More frequent celebrations of student successes
- Weekly Team Meetings
- Professional Learning Communities

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

Any peer observations, reflective discussions, and subsequent follow-up activities will be directly lined to Marzano classroom indicators and their correlation to design questions. Teachers will be more fluent with both the direct instructional practices as well as the targeted student outcomes linked to each of these indicators.

The increase in student recognition will lead to more frequent 'celebrations of success' across curriculum areas.

These will include 100 Clubs, A Team, and Mastery Series with monthly functions to highlight student success. The honor roll assemblies will be widened to include recognition of students in these areas of achievement.

The weekly Team Meetings and Professional Learning Communities will be used to review best practices, effective planning, and data towards student achievement.

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

At the elementary level, the computer adaptive STAR Early Literacy assessment is administered to all kindergarten students to identify early literacy skills. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print 4 | Page assessments for additional progress monitoring. In addition, teachers administer the Benchmark Assessment System (BAS) to diagnose and monitor students' progress towards meeting grade level reading proficiency in grades K-3 and for struggling readers (scoring a level 1 or 2 on FSA) in grades 4-5. The Spanish equivalent of BAS, Sistema de Evaluación de la Lectura (SEL) is administered in all K-5 Dual Language classrooms as a form of Spanish Language acquisition progress monitoring.

In addition, School City data is collected after the completion of each standard (every 2-3 weeks). In addition, iReady data is collected on a weekly basis to determine student progress or to address areas of academic concern.

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

At the elementary level, the computer adaptive STAR Early Literacy assessment is administered to all kindergarten students to identify early literacy skills. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print 4 | Page assessments for additional progress monitoring. In addition, teachers administer the Benchmark Assessment System (BAS) to diagnose and monitor students' progress towards meeting grade level reading proficiency in grades K-3 and for struggling readers (scoring a level 1 or 2 on FSA) in grades 4-5. The Spanish equivalent of BAS, Sistema de Evaluación de la Lectura (SEL) is administered in all K-5 Dual Language classrooms as a form of Spanish Language acquisition progress monitoring.

Additionally, Idea Proficiency Test (IPT) is administered to ELLs to monitor English Language proficiency. Most SWDs participate in the same progress monitoring assessments as their peers in grades K-12. Based on the specific intervention needed, student progress may be monitored daily, weekly or at another frequency.

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 District's Literacy Field Guide for Educators provisions the use of the Universal Design for Learning (UDL) framework for instructional planning and delivery to increase meaningful access and reduce barriers to learning for all students with diverse learning needs, including, but not limited to, SWDs, English language

learners, and those from diverse cultural and socioeconomic backgrounds.

The Office of Academics provide job embedded professional learning opportunities for teachers that integrate the principles of UDL. These courses help teachers design learning environments that are accessible to all students in their respective grade levels and subject areas. Evidence of teacher application of these principles is collected via the submission of implementation plans and/or student work required to satisfactorily complete the professional development course requirements. target language. District and school level staff offer customized support to schools in the implementation of UDL in the classroom as needed.

?To further support teachers with incorporating the UDL framework into their lessons, Canvas will incorporate Universal Design principles to ensure that all students, particularly SWDs, can access and use the system as part of their educational program. The end goal is to provide learners with a variety of ways to access and process information and demonstrate what they have learned, taking into account their varying ability levels, learning preferences, languages, and cultural backgrounds.

Additionally, teacher and student support on universal design principles is also available through the District online resource, Atomic Learning, with online modules that provide tutorials on infusing universal design principles into instruction and lesson plans. Instructional technology specialists, library media specialists, ESE specialists, ESE Support facilitators, and ESOL specialists work in collaboration with classroom teachers to ensure access to online academic databases, digital tools, and instructional resources that support and accommodate the needs of all students through universal design. This includes Dual Language classrooms and support in the target language. District and school level staff offer customized support to schools in the implementation of UDL in the classroom as needed.

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

District academic teams and school leadership teams conduct informal classroom walkthroughs at the request of the school principal (and/or Cadre Director) to ensure that instruction is systematic and explicit to meet the needs of students. Recommendations for professional development and additional support are provided to schools based on data and student needs. Follow-up implementation assignments that teachers are required to complete after attending a professional learning course facilitated by the Office of Academics are critiqued to ensure that the best instructional practices learned in the courses are being implemented effectively in the classroom. These include, effective use of ESOL instructional practices including both content and language objectives and appropriate accommodations to support SWD students with disabilities (SWDs) access to the Florida Standards curriculum and instruction.

Fairway also implements Keystones (performance tasks) that are aligned to state standards to determine if students are making adequate progress towards meeting the expectation of the standards.

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

Journeys is the text used for core, along with Journey's ancillary materials for supplemental and intervention programs. Broward County Public Schools uses Canvas K-12 Learning Management System (LMS), a key

digital resource that supports a blended and personalized learning environment to provide individual student and teacher access to instructional content, communication and collaboration tools, and assessments that can be customized and directed to meet individual student needs including English Language learners and SWDs. Canvas provides schools/teachers an opportunity to access an extensive library of digital resources and allows teachers to build a bank of varied complex texts to pair with the conceptual topics units of study and essential questions across all content areas beyond the current readily available ancillary materials included in current textbook adoptions.

The District provides free online resources for students and teachers to access from school or home through the use of Sharepoints, the school media center and Canvas learning management system, all of which are available through the single-sign-on Launchpad. These resources are referenced in the District's Literacy Field Guide for Educators and serve as a strong starting point for research, providing credible, reliable and the most current and updated information available for all curricular areas of study including informational databases (such as the Gale Group Opposing Viewpoints or SIRS Researcher), the American Memory Project at the Library of Congress, in public library collections, and through Destiny, the online catalog of resources in Broward County Public Schools.

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

Fairway implements the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotion skills by ensuring the following occurs:

- Self-awareness and self-management skills to achieve school and life success is developed.
- Establishing and maintaining positive relationships through the use of social-awareness and interpersonal skills.
- Allowing students to demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

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

Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making will be taught and/or integrated school-wide and in the classroom through professional developments scheduled on Employee Planning days for 1 hour. Once the professional development is completed the competencies can be integrated through daily student (peer) interactions.

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

Fairway Elementary's school-wide policy and practices support the social emotional learning for students through the use of LEAPS Social Emotional Learning Platform, 5th Grade Student Government, and Peer Pals (Where General Education students are paired up with special needs students) for support and to teach the skills of social emotional learning.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Small group instruction, i-Ready, constant monitoring of standards on a weekly/daily basis, push-in with support coaches, and data chats with students.	Math Coach		i-Ready, School City, GoMath, & Acaletics	
Small group instruction, i-Ready, constant monitoring of standards on a weekly/daily basis, push-in with support coaches, and data chats with students,	ELA Coach		i-Ready, School City, & Balanced Literacy	

School Improvement Plan (SIP)

School Name Larkdale ES (0621)

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
	Monday	1st2nd3rd4th	9/4/2018 - 5/13/2019	3:15 PM - 4:15 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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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	85	25.90	1.20	0.00	12.90	7.10
01	64	35.90	0.00	0.00	34.40	14.10
02	59	15.30	1.70	0.00	40.70	5.10
03	61	14.80	1.60	0.00	59.00	4.90
04	50	14.00	4.00	0.00	58.00	14.00
05	60	16.70	8.30	0.00	51.70	13.30

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

The intervention strategies employed by the school to improve the academic performance of students identified by the early warning system include:

- * an improved RtI process for early identification of students struggling academically or exhibiting behavior concerns, and putting interventions in place to meet the students' individual needs and move them towards meeting grade level expectations
- * the implementation of phonics for grades K-3 to ensure that students are reading on grade level by 3rd grade
- * early intervention of students who show a pattern of absences, tardies, or early withdrawals

RtI Team Meeting Schedule

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Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	8/29/2018 - 5/15/2019	9:00 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Composition-Report-18-19.pdf	October	None	10/20/2018
Larkdale-Elementary-SAC-Meeting-Dates.pdf	October	None	10/19/2018
SAC-Agenda-October.pdf	October	None	10/19/2018
SAC-Agenda-September.pdf	September	None	10/19/2018
SAC-Attendance-October.pdf	October	None	10/19/2018
SAC-Attendance-September.pdf	October	None	10/19/2018
SAC-ByLaws-18-19.pdf	October	SAC ByLaws	10/19/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	276	566 of 717	-276	160	319

School Improvement Plan (SIP)

School Name Larkdale ES (0621)

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
	Monday	1st2nd3rd4th	9/4/2018 - 5/13/2019	3:15 PM - 4:15 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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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	85	25.90	1.20	0.00	12.90	7.10
01	64	35.90	0.00	0.00	34.40	14.10
02	59	15.30	1.70	0.00	40.70	5.10
03	61	14.80	1.60	0.00	59.00	4.90
04	50	14.00	4.00	0.00	58.00	14.00
05	60	16.70	8.30	0.00	51.70	13.30

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

The intervention strategies employed by the school to improve the academic performance of students identified by the early warning system include:

- * an improved RtI process for early identification of students struggling academically or exhibiting behavior concerns, and putting interventions in place to meet the students' individual needs and move them towards meeting grade level expectations
- * the implementation of phonics for grades K-3 to ensure that students are reading on grade level by 3rd grade
- * early intervention of students who show a pattern of absences, tardies, or early withdrawals

RtI Team Meeting Schedule

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Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	8/29/2018 - 5/15/2019	9:00 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Composition-Report-18-19.pdf	October	None	10/20/2018
Larkdale-Elementary-SAC-Meeting-Dates.pdf	October	None	10/19/2018
SAC-Agenda-October.pdf	October	None	10/19/2018
SAC-Agenda-September.pdf	September	None	10/19/2018
SAC-Attendance-October.pdf	October	None	10/19/2018
SAC-Attendance-September.pdf	October	None	10/19/2018
SAC-ByLaws-18-19.pdf	October	SAC ByLaws	10/19/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	276	566 of 717	-276	160	319

School Improvement Plan (SIP)

School Name Lauderhill P.T. ES (1381)

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
Utilizing the Continuum in Planning and Instruction	Tuesday	2nd4th	10/9/2018 - 6/4/2018	2:00 PM - 2:45 PM	K, 1
Creating Standards-Driven Modules in Canvas	Tuesday	2nd4th	10/9/2018 - 6/4/2018	2:00 PM - 2:45 PM	2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	110	20.90	0.90	0.00	31.80	9.10
01	107	16.80	0.90	0.00	19.60	1.90
02	133	13.50	3.80	0.00	15.80	4.50
03	127	14.20	0.80	0.00	20.50	3.10
04	104	11.50	1.90	0.00	24.00	1.00
05	95	6.30	5.30	0.00	32.60	5.30

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

The intervention strategies employed by the school to improve the academic performance of students identified by the early warning system include:

- * an improved RtI process for early identification of students struggling academically or exhibiting behavior concerns, and putting interventions in place to meet the students' individual needs and move them towards meeting grade level expectations
- * the implementation of phonics for grades K-3 to ensure that students are reading on grade level by 3rd grade
- * early intervention of students who show a pattern of absences, tardies, or early withdrawals

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	4th	9/25/2018 - 5/22/2018	8:00 AM - 2:45 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
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
Online-SAC-Composition-2.pdf	November	None	11/6/2018
Online-SAC-Composition.pdf	October	None	10/25/2018
Tentative-SAC-Meeting-Dates.docx	September	None	10/23/2018
SAC-Meeting-Minutes-October-16--2018.docx	October	A+ Funds	10/23/2018
SAC-Meeting-Minutes-September-25--2018.docx	September	Monitored	10/23/2018
SAC-Agenda-October-16--2018.docx	October	A+ Funds	10/23/2018
Committee-Sign-In-October-16--2018.jpg	October	A+ Funds	10/23/2018
Guest-Sign-In-October-16--2018.jpg	October	A+ Funds	10/23/2018
SAC-Agenda-September-25--2018.docx	September	Monitored	10/23/2018
Guest-Sign-In-September-25--2018.jpg	September	Monitored	10/23/2018
Committee-Sign-In-September-25--2018.jpg	September	Monitored	10/23/2018
SAC-ByLaws.pdf	September	SAC ByLaws	9/24/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	379	158 of 717	-379	108	216

Goals

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

We will focus on Mathematics because we have already surpassed the goal in Literacy, based on the 2019 goal as provided by the District.

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

The BEST Practice we will scale up is the use of PLCs.

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

We will be focusing the PLCs in intermediate on creating standards-based modules in Canvas. Since all of our 3-5 classes are digital classrooms, our teachers will learn how to implement the digital platform in a way that truly targets students' needs.

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

We collect i-Ready data at least monthly through the use of the standards mastery assessments and at least three times per year based on the diagnostic assessment. We also collect the results from the Go Math Chapter Tests based on the schedule outlined in our instructional focus calendar.

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

We monitor students by reviewing their data each time an assessment (diagnostic, standards mastery, chapter test) is administered. We then conduct data chats with teachers quarterly to review their students' data and plan for strategies to address those students' needs. If a student is displaying difficulty, they are recommended for RtI. Prior to their RtI meeting, each teacher must meet with the instructional coach to determine areas of deficiency and identify strategies and resources to be used in order to address the students' needs.

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

Teachers plan with the end in mind; what do students need to know and be able to do. They then break down the skills needed into digestible bites and create lessons for each of those bites. Their ELL students are provided strategies based on the recommended ELL strategies from the District and their ESE students are provided modifications based on their IEPs.

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

Our Math Coach visits classrooms and monitors for the effective use of instructional strategies, including the use of manipulatives, centers, the digital platform, and small groups. She then provides feedback to teachers and provides support in the form of resources, modeling, planning, etc. Administration also visits classrooms; either formally for iObservation or informally, and provides feedback.

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

Teachers use the Go Math series provided by the District as the core program. The supplemental resources are Florida Ready Math, i-Ready online digital resources, and Performance Coach. The intervention programs we utilize are Moving with Math and Reflex Math. Our students in ASD also utilize Touch Math.

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

The SEL Harmony kits have been distributed and the teachers are implementing this resource as needed. We also are utilizing the District SEL support by providing teachers time to meet with her, discuss their students' needs

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

Our School-wide policy and practices supports students being able to develop the attitudes and skills necessary to understand and manage emotions; set and achieve positive goals; feel and show empathy for others; establish and maintain positive relationships; and make responsible decisions. Our continuous goal is to ensure that every student has the ability to achieve academic, social and behavioral success through the implementation of our school-wide-behavior plan as well as to ensure that all students are able to attend school in a safe and emotionally healthy environment that is bully-free.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Teachers will participate in PLCs where they will create standards-driven modules in Canvas. They will also collect, review, and act on data on a continuing basis.	Administration, Math Coach, Classroom Teachers	6/4/2019	Canvas training, i-Ready training	

School Improvement Plan (SIP)

School Name Lauderhill P.T. ES (1381)

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
Utilizing the Continuum in Planning and Instruction	Tuesday	2nd4th	10/9/2018 - 6/4/2018	2:00 PM - 2:45 PM	K, 1
Creating Standards-Driven Modules in Canvas	Tuesday	2nd4th	10/9/2018 - 6/4/2018	2:00 PM - 2:45 PM	2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	110	20.90	0.90	0.00	31.80	9.10
01	107	16.80	0.90	0.00	19.60	1.90
02	133	13.50	3.80	0.00	15.80	4.50
03	127	14.20	0.80	0.00	20.50	3.10
04	104	11.50	1.90	0.00	24.00	1.00
05	95	6.30	5.30	0.00	32.60	5.30

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

The intervention strategies employed by the school to improve the academic performance of students identified by the early warning system include:

- * an improved RtI process for early identification of students struggling academically or exhibiting behavior concerns, and putting interventions in place to meet the students' individual needs and move them towards meeting grade level expectations
- * the implementation of phonics for grades K-3 to ensure that students are reading on grade level by 3rd grade
- * early intervention of students who show a pattern of absences, tardies, or early withdrawals

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	4th	9/25/2018 - 5/22/2018	8:00 AM - 2:45 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
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
Online-SAC-Composition-2.pdf	November	None	11/6/2018
Online-SAC-Composition.pdf	October	None	10/25/2018
Tentative-SAC-Meeting-Dates.docx	September	None	10/23/2018
SAC-Meeting-Minutes-October-16--2018.docx	October	A+ Funds	10/23/2018
SAC-Meeting-Minutes-September-25--2018.docx	September	Monitored	10/23/2018
SAC-Agenda-October-16--2018.docx	October	A+ Funds	10/23/2018
Committee-Sign-In-October-16--2018.jpg	October	A+ Funds	10/23/2018
Guest-Sign-In-October-16--2018.jpg	October	A+ Funds	10/23/2018
SAC-Agenda-September-25--2018.docx	September	Monitored	10/23/2018
Guest-Sign-In-September-25--2018.jpg	September	Monitored	10/23/2018
Committee-Sign-In-September-25--2018.jpg	September	Monitored	10/23/2018
SAC-ByLaws.pdf	September	SAC ByLaws	9/24/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	379	158 of 717	-379	108	216

Goals

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

We will focus on Mathematics because we have already surpassed the goal in Literacy, based on the 2019 goal as provided by the District.

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

The BEST Practice we will scale up is the use of PLCs.

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

We will be focusing the PLCs in intermediate on creating standards-based modules in Canvas. Since all of our 3-5 classes are digital classrooms, our teachers will learn how to implement the digital platform in a way that truly targets students' needs.

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

We collect i-Ready data at least monthly through the use of the standards mastery assessments and at least three times per year based on the diagnostic assessment. We also collect the results from the Go Math Chapter Tests based on the schedule outlined in our instructional focus calendar.

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

We monitor students by reviewing their data each time an assessment (diagnostic, standards mastery, chapter test) is administered. We then conduct data chats with teachers quarterly to review their students' data and plan for strategies to address those students' needs. If a student is displaying difficulty, they are recommended for RtI. Prior to their RtI meeting, each teacher must meet with the instructional coach to determine areas of deficiency and identify strategies and resources to be used in order to address the students' needs.

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

Teachers plan with the end in mind; what do students need to know and be able to do. They then break down the skills needed into digestible bites and create lessons for each of those bites. Their ELL students are provided strategies based on the recommended ELL strategies from the District and their ESE students are provided modifications based on their IEPs.

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

Our Math Coach visits classrooms and monitors for the effective use of instructional strategies, including the use of manipulatives, centers, the digital platform, and small groups. She then provides feedback to teachers and provides support in the form of resources, modeling, planning, etc. Administration also visits classrooms; either formally for iObservation or informally, and provides feedback.

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

Teachers use the Go Math series provided by the District as the core program. The supplemental resources are Florida Ready Math, i-Ready online digital resources, and Performance Coach. The intervention programs we utilize are Moving with Math and Reflex Math. Our students in ASD also utilize Touch Math.

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

The SEL Harmony kits have been distributed and the teachers are implementing this resource as needed. We also are utilizing the District SEL support by providing teachers time to meet with her, discuss their students' needs

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

Our School-wide policy and practices supports students being able to develop the attitudes and skills necessary to understand and manage emotions; set and achieve positive goals; feel and show empathy for others; establish and maintain positive relationships; and make responsible decisions. Our continuous goal is to ensure that every student has the ability to achieve academic, social and behavioral success through the implementation of our school-wide-behavior plan as well as to ensure that all students are able to attend school in a safe and emotionally healthy environment that is bully-free.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Teachers will participate in PLCs where they will create standards-driven modules in Canvas. They will also collect, review, and act on data on a continuing basis.	Administration, Math Coach, Classroom Teachers	6/4/2019	Canvas training, i- Ready training	

School Improvement Plan (SIP)

School Name Miramar ES (0531)

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
0531 ELA- Grade K-5 PLC	Wednesday	2nd	9/12/2018 - 5/15/2019	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	90	22.20	0.00	0.00	27.80	10.00
01	90	14.40	1.10	0.00	24.40	4.40
02	84	14.30	1.20	0.00	21.40	4.80
03	143	11.90	0.00	0.00	28.00	1.40
04	117	9.40	0.00	0.00	29.90	3.40
05	120	8.30	0.00	0.00	24.20	1.70

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

We meet as a RtI team. The academic interventions are based on the current data (DAR, BAS, FSA results and/or Key Math) Once the team determines the individual needs of the students, the interventions are being implemented following district/RtI guidelines. The interventions for fluency include but are not limited to: Quick Reads, Word Work, Great Leaps, and Write In Readers. The interventions for phonemic awareness include but are not limited to Wilson Foundations, Road to the Code, and Words Their Way. Intervention for Phonics includes but is not limited to a Phonics/Spelling/Word Study Kit from Fountas & Pinnell. This kit is used in the 1st & 2nd grade as an intervention.

Interventions for Vocabulary include but are not limited to Elements of Reading Vocabulary and Write In Readers. Interventions for comprehension include but are not limited to Journeys Toolkit, Write In Readers, Thinking Maps, Reciprocal Teaching, Super QAR, (LLI) and leveled readers. Interventions for math include Soar to Success, Reteach from Go Math (Strategic & Intensive) and lessons on Think Central and Connect Ed.

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	9/11/2018 - 5/28/2019	8:30 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Sign-In-101118.pdf	October	Monitored	10/18/2018
SAF-Agenda-092018.pdf	October	None	10/18/2018
SAF-Agenda-101118.pdf	October	None	10/18/2018
SAF-Sign-In-sheet-101118.pdf	October	None	10/18/2018
October-11th-minutes.docx	October	Monitored	10/16/2018
SAC-BY-LAWS-9-20-18.pdf	October	SAC ByLaws	10/16/2018
SAC-Composition-for-MES-18-19.pdf	October	Monitored	10/15/2018
SAC-SAF-Agenda-for-October-Miramar-Elementary.docx	October	Monitored	10/15/2018
SAC-9-20.docx	October	Monitored	10/15/2018
Miramar-Elementary-SAC-Agenda-September2018.pdf	September	Developed	10/15/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	360	235 of 717	-360	118	235

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?

Administration and support staff review lesson plans periodically to ensure teachers are planning activities that align with the standards for that grade level. Support Staff assist teachers in the planning process and model lessons. Administration cross-references lesson plans with grade level standards and pacing guides when conducting observations to ensure plans and actual lessons are all in alignment.

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

In addition to using the resources provided by the district, teachers pull informational text articles from Newsela and Readworks.

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

We will focus on the area of ELA as we continue to struggle to show improvement in proficiency in this area hovering at the 50% mark as evidenced by FSA and BAS in the primary grades. Teams meet at least twice a month in PLCs to discuss the most recent student data to determine trends and share BEST Practices for

instructional strategies. Teams use data to plan remediation and enrichment activities. Administration and Support Staff participate in PLCs.

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

As a school we are using School City to create the assessments and monitor the data. Using school City allows us the opportunity to create assessments with rigor that truly match the standards that are taught. The rigor of the questions are similar to FSA type questions which gives our students an advantage as we get closer to FSA.

In addition we are monitoring students by sub groups and proficiency groups that way we can monitor their data effectively to see the learning gains throughout all categories.

We follow our instructional focus calendar that allows for two progress monitoring assessments and a Summative (Cumulative) tests that encompasses all of the standards taught that quarter.

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

This year we implemented students tracking their own data. This was put in place so our students can take ownership of their learning process. We are looking for students to grow. When students are held accountable by a support group who is also tracking their progress they tend to work a little harder. Each time students take an exam whether it is reading, science, or math students will be able to graph their results and discuss it with their teacher or their Curriculum Coach/Administrator Coach.

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

We use Team Leader Release Days as well as Teacher Planning Days to set up appropriate Professional Development for teachers at all grade levels. We differentiate the learning for teachers so they too can differentiate the learning for their students. In addition we allow teacher to plan together so they can effectively use all the resources that are available to us. Our teachers also have the opportunity to visit other classrooms and watch master teachers teach. In conclusion, our curriculum coaches are also available to support teaching and learning. They also provide valuable feedback so teachers can grow in confidence so all students can improve and exceed expectations. This is how we integrate the Universal Design into our school.

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

Guided Reading is being implemented across all grade levels. Additionally, all teachers are integrating Science and Social Studies content into the ELA block. All teachers have been trained in Guided Reading and Balanced Literacy. Support Staff who've been trained in these areas are supporting teachers as they become more comfortable and confident with the shift as well as pulling small groups of students to work on areas of both strength and weakness based on the standards being focused on at the time.

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

We meet as a RtI team. The academic interventions are based on the current data (DAR, BAS, FSA results and/or Key Math) Once the team determines the individual needs of the students, the interventions are being implemented following district/RtI guidelines. The interventions for fluency include but are not limited to: Quick Reads, Word Work, Great Leaps, and Write In Readers. The interventions for phonemic awareness include but are not limited to Wilson Foundations, Road to the Code, and Words Their Way. Intervention for Phonics includes but is not limited to a Phonics/Spelling/Word Study Kit from Fountas & Pinnell. This kit is used in the 1st & 2nd grade as an intervention.

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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?

Our school uses the Social Emotional Standards throughout all grade levels. We use our School Counselor to give SEL lessons throughout the week. In addition to the Character Building class. Our school celebrates student achievement and student progress with student recognition ceremonies each month. We have successfully implemented the Say Hello program in our school to make our students and staff feel more welcomed and accepted. We are waiting for our Harmony Kits to be delivered so each teacher can have access to this SEL curriculum.

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

Our school integrates the Social Emotional Standards throughout our class guidance lessons that are offered throughout all grade levels. Our School Counselor integrates the SEL standards throughout her lessons each week. Each standard build upon other which makes all SEL interdependent. We use our SMART goals to encourage us to be the best at Miramar Elementary.

Self Awareness-Know yourself; Be aware of what you do! Do your personal best!

Self Management-Think BEFORE you act!

Social Awareness-Respect Yourself and OTHERS!

Relationship-Respect YOURSELF and others!

Responsible Decision Making-THINK before you ACT!

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

Our school uses the Social Emotional Standards throughout all grade levels. We use our School Counselor to give SEL lessons throughout the week. In addition to the Character Building class. Our school celebrates student achievement and student progress with student recognition ceremonies each month. We have successfully implemented the Say Hello program in our school to make our students and staff feel more welcomed and accepted.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Small groups; Mentoring ; Progress Monitoring; Goal setting-Tracking student data	Administration, Support Team, Teachers, ESP's	6/30/2019	Professional Learning Communities; PD Courses are offered to teachers through my learning plan.	\$10,907.00 (Title I dollars)

School Improvement Plan (SIP)

School Name Miramar ES (0531)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
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BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)
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Data For: 2017-2018 (Last updated: 7/18/2018)						
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01	90	14.40	1.10	0.00	24.40	4.40
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05	120	8.30	0.00	0.00	24.20	1.70

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

We meet as a RtI team. The academic interventions are based on the current data (DAR, BAS, FSA results and/or Key Math) Once the team determines the individual needs of the students, the interventions are being implemented following district/RtI guidelines. The interventions for fluency include but are not limited to: Quick Reads, Word Work, Great Leaps, and Write In Readers. The interventions for phonemic awareness include but are not limited to Wilson Foundations, Road to the Code, and Words Their Way. Intervention for Phonics includes but is not limited to a Phonics/Spelling/Word Study Kit from Fountas & Pinnell. This kit is used in the 1st & 2nd grade as an intervention.

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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	9/11/2018 - 5/28/2019	8:30 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

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SAF-Agenda-101118.pdf	October	None	10/18/2018
SAF-Sign-In-sheet-101118.pdf	October	None	10/18/2018
October-11th-minutes.docx	October	Monitored	10/16/2018
SAC-BY-LAWS-9-20-18.pdf	October	SAC ByLaws	10/16/2018
SAC-Composition-for-MES-18-19.pdf	October	Monitored	10/15/2018
SAC-SAF-Agenda-for-October-Miramar-Elementary.docx	October	Monitored	10/15/2018
SAC-9-20.docx	October	Monitored	10/15/2018
Miramar-Elementary-SAC-Agenda-September2018.pdf	September	Developed	10/15/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	360	235 of 717	-360	118	235

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?

Administration and support staff review lesson plans periodically to ensure teachers are planning activities that align with the standards for that grade level. Support Staff assist teachers in the planning process and model lessons. Administration cross-references lesson plans with grade level standards and pacing guides when conducting observations to ensure plans and actual lessons are all in alignment.

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

In addition to using the resources provided by the district, teachers pull informational text articles from Newsela and Readworks.

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

We will focus on the area of ELA as we continue to struggle to show improvement in proficiency in this area hovering at the 50% mark as evidenced by FSA and BAS in the primary grades. Teams meet at least twice a month in PLCs to discuss the most recent student data to determine trends and share BEST Practices for

instructional strategies. Teams use data to plan remediation and enrichment activities. Administration and Support Staff participate in PLCs.

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

As a school we are using School City to create the assessments and monitor the data. Using school City allows us the opportunity to create assessments with rigor that truly match the standards that are taught. The rigor of the questions are similar to FSA type questions which gives our students an advantage as we get closer to FSA.

In addition we are monitoring students by sub groups and proficiency groups that way we can monitor their data effectively to see the learning gains throughout all categories.

We follow our instructional focus calendar that allows for two progress monitoring assessments and a Summative (Cumulative) tests that encompasses all of the standards taught that quarter.

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

This year we implemented students tracking their own data. This was put in place so our students can take ownership of their learning process. We are looking for students to grow. When students are held accountable by a support group who is also tracking their progress they tend to work a little harder. Each time students take an exam whether it is reading, science, or math students will be able to graph their results and discuss it with their teacher or their Curriculum Coach/Administrator Coach.

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

We use Team Leader Release Days as well as Teacher Planning Days to set up appropriate Professional Development for teachers at all grade levels. We differentiate the learning for teachers so they too can differentiate the learning for their students. In addition we allow teacher to plan together so they can effectively use all the resources that are available to us. Our teachers also have the opportunity to visit other classrooms and watch master teachers teach. In conclusion, our curriculum coaches are also available to support teaching and learning. They also provide valuable feedback so teachers can grow in confidence so all students can improve and exceed expectations. This is how we integrate the Universal Design into our school.

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

Guided Reading is being implemented across all grade levels. Additionally, all teachers are integrating Science and Social Studies content into the ELA block. All teachers have been trained in Guided Reading and Balanced Literacy. Support Staff who've been trained in these areas are supporting teachers as they become more comfortable and confident with the shift as well as pulling small groups of students to work on areas of both strength and weakness based on the standards being focused on at the time.

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

We meet as a RtI team. The academic interventions are based on the current data (DAR, BAS, FSA results and/or Key Math) Once the team determines the individual needs of the students, the interventions are being implemented following district/RtI guidelines. The interventions for fluency include but are not limited to: Quick Reads, Word Work, Great Leaps, and Write In Readers. The interventions for phonemic awareness include but are not limited to Wilson Foundations, Road to the Code, and Words Their Way. Intervention for Phonics includes but is not limited to a Phonics/Spelling/Word Study Kit from Fountas & Pinnell. This kit is used in the 1st & 2nd grade as an intervention.

Interventions for Vocabulary include but are not limited to Elements of Reading Vocabulary and Write In Readers. Interventions for comprehension include but are not limited to Journeys Toolkit, Write In Readers, Thinking Maps, Reciprocal Teaching, Super QAR, (LLI) and leveled readers. Interventions for math include Soar to Success, Reteach from Go Math (Strategic & Intensive) and lessons on Think Central and Connect Ed.

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 uses the Social Emotional Standards throughout all grade levels. We use our School Counselor to give SEL lessons throughout the week. In addition to the Character Building class. Our school celebrates student achievement and student progress with student recognition ceremonies each month. We have successfully implemented the Say Hello program in our school to make our students and staff feel more welcomed and accepted. We are waiting for our Harmony Kits to be delivered so each teacher can have access to this SEL curriculum.

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

Our school integrates the Social Emotional Standards throughout our class guidance lessons that are offered throughout all grade levels. Our School Counselor integrates the SEL standards throughout her lessons each week. Each standard build upon other which makes all SEL interdependent. We use our SMART goals to encourage us to be the best at Miramar Elementary.

Self Awareness-Know yourself; Be aware of what you do! Do your personal best!

Self Management-Think BEFORE you act!

Social Awareness-Respect Yourself and OTHERS!

Relationship-Respect YOURSELF and others!

Responsible Decision Making-THINK before you ACT!

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

Our school uses the Social Emotional Standards throughout all grade levels. We use our School Counselor to give SEL lessons throughout the week. In addition to the Character Building class. Our school celebrates student achievement and student progress with student recognition ceremonies each month. We have successfully implemented the Say Hello program in our school to make our students and staff feel more welcomed and accepted.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Small groups; Mentoring ; Progress Monitoring; Goal setting-Tracking student data	Administration, Support Team, Teachers, ESP's	6/30/2019	Professional Learning Communities; PD Courses are offered to teachers through my learning plan.	\$10,907.00 (Title I dollars)

School Improvement Plan (SIP)

School Name Sea Castle ES (2871)

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
Sea Castle Elementary	Monday Tuesday Wednesday Thursday	1st2nd3rd4th5th	9/4/2018 - 4/11/2019	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
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01	149	15.40	2.70	0.00	30.90	9.40
02	140	12.10	1.40	0.00	29.30	4.30
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04	166	13.90	0.60	0.00	27.70	3.60
05	154	5.80	0.60	0.00	17.50	2.60

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

- Students are given pre-assessments in the beginning of the year--
 - BAS (K-3) and struggling readers in (4-5)
 - Pre-requisite test in Math (K-5)
 - iReady Diagnostic in ELA and Math (K-5)
 - FLKRS, Concepts of Print, Letter Names and Sounds (K)
 - Foundations Screening (K, 1st)
 - Phonics for Reading screening (2-3)
 - Phonics--Rewards Pre-test (4-5)
- Students are given small group ELA instruction based on the Fountas and Pinnell leveling system. The above assessments determine the student's instructional level.
- iReady software prescribes lessons according to each student's needs based on the Diagnostic score.
- iReady toolbox for Reading is used as intervention.
- Foundations--walk to read model is used in First and Kindergarten.
- Grades 2-5 have a phonics program implemented to reinforce skills and fill any gaps.
- Students in grades 1-3 who are 2-4 levels below in quarter 1 BAS levels are instructed on Leveled Literacy Intervention (LLI).

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/5/2018 - 5/22/2019	7:30 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
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2871-SAC-September-2018-Minutes-.pdf	October	Monitored	10/22/2018
2871_SAF-Bylaws.pdf	September	SAF ByLaws	10/21/2018
2871-SAF-September-2018-Attendance.pdf	September	None	10/21/2018
SAC-SAF-Calendar.pdf	September	None	10/18/2018
2871-SAC-ByLaws.pdf	November	SAC ByLaws	10/14/2018
2871-SAC-September-2018-Attendance.pdf	September	Developed	9/28/2018
2871-SAC-September-2018-Agenda.pdf	September	Developed	9/28/2018
2871-SAC-May-2018-Minutes.pdf	September	Monitored	9/28/2018

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	415	28 of 137	2	69	138

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 learning gains and Math lowest quartile learning gains will be the focus for improving student achievement. The percentage of students who made learning gains on the FSA in Math was 65%. Within our SES band, we ranked 6th for Math learning gains during the 2017-2018 school year. The 2017-2018 Math lowest quartile learnings gain results reflect that we ranked 8th in our SES, with only 49% of students making learning gains. This was our lowest performing area and our lowest placement within the 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?

PLCs will be scaled up to improve teaching and learning in order to increase performance within our SES band.

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

Sea Castle will focus on scaling up PLCs which increase teachers' comfort and expertise in targeting Tier I instruction. Specific skills to be targeted will be determined as teachers increase proficiency in analyzing data. Collaborating to identify resources to target skill specific instruction and exchanging of strategies for delivery of the lesson will be incorporated into the rigor. Support staff will ensure the PLCs remain focused on the targeted standard and taught by implementing CARE strategies in order to ensure fidelity to the bottom line objective of increasing the number of students who attain proficiency in ELA.

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

Data will be collected throughout the school year. In August, the i-Ready diagnostic assessment will be administered to all scholars in reading and math. Results of the i-Ready diagnostic assessments will yield a baseline score for each student. Students will complete an additional diagnostic at the mid-year point to track progress/learning.

During the months of August through May, common formative standards aligned assessments will be administered to determine student progress towards proficiency/mastery of standards.

In May, Florida Standards Assessments will be given to all students in grades third-fifth. Results of the Florida Standards Assessments will yield a developmental scale score and achievement level for each participant. A comparative analysis will be conducted between the participant's 2018 and 2019 results to determine and compare academic achievement/learning gains made.

In June, at the end of the study, the i-Ready diagnostic assessment will be administered again to all scholars in reading and math. Results of the the i-Ready diagnostic assessments will yield a performance score for each student. A comparative analysis will be conducted between the August i-Ready diagnostic assessment and June i-Ready diagnostic assessment results.

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

The progress of all scholars is monitored with fidelity. PLCs serve as a forum for identifying the needs of students and the development of remediation plans to bridge academic gaps. In addition to classroom teachers reteaching and scaffolding, interventionist and small group instruction are provided for students who are not progressing towards school and district goals.

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

Sea Castle fosters a growth mindset environment where scholars and educators alike are encouraged to take risks in the quest for learning. Teachers share best practices and plan lessons during collaborative sessions that focus on determining ways of providing multiple means of engagement, representation, and action/expression of learning. During observations, the UDL guidelines are utilized to monitor the effectiveness of delivery/teaching of lessons (i.e. how is the teacher supporting students to access, build and internalize learning).

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

The Balanced Literacy framework remains the focus for reading instruction at Sea Castle. Last year, teacher learning focused on interactive read alouds and shared reading. This year, there will be an emphasis on guided reading to help teachers learn instructional strategies to differentiate small group instruction. To assist in the acquisition of this goal, onsite training by a Jan Richardson consultant will be provided. This will be a yearlong journey that consists of planning, modeling, coaching and focused feedback.

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

To ensure students have access to a balance of literary and information text in a variety of mediums, students have the convenience of checking out informational text from our school's media center. Teachers utilize our guided book room that is equipped with magazines and collections of resources from different genres, media, and levels of reading difficulty that are designed to be supportive of the learning of readers with a range of experiences and interests. Additionally, all students have access to the Single Sign-On (SSO) portal which gives them the opportunity to use various school-wide and district wide Integrated Learning Systems (ILS).

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

Sea Castle implements the Broward County Public Schools Social and Emotional Learning Standards into school assemblies and character education. Emphasis is placed on the SEL competencies, standards and through bibliotherapy (individual, small-group, classroom guidance).

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

The five competencies of the Social Emotional Learning are explicitly taught through the Sanford Harmony program.

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

Sea Castle's vision is "We at Sea Castle Elementary foster a Growth Mindset environment where all scholars achieve their BEST." To foster such an environment and support the social emotional learning for students the following are implemented: "I'm Thumbbody" program, class meetings, peer buddies, Sandy Hook- PROMISE Club and Latinos in Action mentoring.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Teachers will remediate students in Tier 2 and Tier 3 and follow all protocols of RtI and CPST.	Classroom Teacher	6/5/2019		
All teachers will use the Jan Richardson guided reading format to instruct students on ELA standards according to their highest instructional level.	Teacher	6/5/2019	Jan Richardson Consultant-Guided Reading	Title I
Administration and the curriculum coach will conduct quarterly data chats with teachers to discuss the progress of scholars and interventions that are being implemented.	Administration and Curriculum Coach	6/5/2019		
Common formative assessments and interim assessments will be administered to students and utilized to monitor progress.	Classroom Teachers	6/5/2019		

School Improvement Plan (SIP)

School Name Sea Castle ES (2871)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

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BEST PRACTICE #2

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

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BEST PRACTICE #4

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Administration and the curriculum coach will conduct quarterly data chats with teachers to discuss the progress of scholars and interventions that are being implemented.	Administration and Curriculum Coach	6/5/2019		
Common formative assessments and interim assessments will be administered to students and utilized to monitor progress.	Classroom Teachers	6/5/2019		

School Improvement Plan (SIP)

School Name Silver Lakes ES (3371)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
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Fifth Grade	Tuesday	2nd3rd4th	9/12/2018 - 5/22/2019	2:10 PM - 2:50 PM	5
Second Grade	Tuesday	2nd3rd4th	9/12/2018 - 5/22/2019	2:10 PM - 2:50 PM	2
Third Grade	Tuesday	2nd3rd4th	9/12/2018 - 5/22/2019	2:10 PM - 2:50 PM	3
First Grade	Tuesday	2nd3rd4th	9/12/2018 - 5/22/2019	2:10 PM - 2:50 PM	1
Kindergarten	Tuesday	2nd3rd4th	9/12/2018 - 5/22/2019	2:10 PM - 2:50 PM	Pre K, K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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01	82	9.80	1.20	0.00	9.80	2.40
02	70	8.60	0.00	0.00	21.40	4.30
03	78	10.30	1.30	0.00	9.00	0.00
04	87	11.50	0.00	0.00	14.90	5.70
05	85	11.80	2.40	0.00	22.40	4.70

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

RtI is implemented as a leveled or tiered approach to instructional delivery that includes interventions of increasingly higher intensity that are based on students needs. Assessment data gathered during Data Chats and PLC's provides the evidence of student learning, and based on this information, decisions are made about the most appropriate instruction, including interventions, that will help a student learn. Bi-monthly RtI meetings are scheduled to address teacher concerns. Progress monitoring of intervention effectiveness and ongoing teacher support is provided by CPS team members.

In addition to ongoing data collection practices and communication with teachers regarding student progress during monthly data chat meetings, our school implements a variety of **mentoring programs** to assist students identified by the early warning system. These programs include Teachers as Mentors (teachers mentoring students), Flamingo Friends (peer mentoring with cluster students), and BEST Lunch (lunch time with a support staff member).

Teacher interventions/strategies during instructional time include:

- * Small group instruction
- * Scaffolding
- * Activating Prior Knowledge
- * Modeling/Demonstration
- * Performance Feedback
- * Progress Monitoring
- * Peer/Buddy Tutor
- * Center Activities
- * Cooperative/Collaborative Groups
- * Flexible Skill Groups
- * Graphic Organizers/Thinking Maps
- * Technology

Additional academic support is offered to struggling students by facilitating **pull out and push in programs** in addition to **Targeted academic enrichment camps**.

Attendance concerns also follow a three tiered approach (see description below). Each tier calls for a different level of intensity that is based on student need. This includes collaboration with teachers, guidance, administration, and school social worker.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd	9/18/2018 - 4/30/2019	8:30 AM - 2:50 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAFSignIn9_26_18.pdf	November	None	11/6/2018
SACByLaws2018-19.pdf	October	SAC ByLaws	10/25/2018
SAF092618.docx	September	Monitored	10/23/2018

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SAC-Meeting-Dates-2018-19.docx	October	Monitored	10/22/2018
3371_SACattendance09262018.pdf	October	Monitored	10/22/2018
337_SACMeetingNotes_09262018.docx	September	Monitored	9/27/2018
3371_SAC_Agenda09262018.docx	September	Monitored	9/27/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
5	428	43 of 149	1	81	162

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 SES Band Data, our area of focus will be lower quartile mathematics due to significant drop in lower quartile learning gains from 16/17 - 17/18.

By May 2019, 68% of lowest quartile mathematics students in grades 4 and 5 will meet their typical growth target. *Baseline: For 2017-2018, 57% of these students met their target growth goal.*

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 Focused and Authentic PLCs

Collaboration between instructional coaches and classroom teachers to offer support and modeling of best instructional practices. Instructional coaches meet monthly with classroom teachers to facilitate PLC meetings to address mathematics, reading and science. Student data is evaluated and instruction is targeted to meet individual student needs.

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

Collaboration between instructional coaches and classroom teachers to offer support and modeling of best instructional practices. Instructional coaches meet monthly with classroom teachers to facilitate PLC meetings to address mathematics, reading and science. Student data is evaluated and instruction is targeted to meet individual student needs.

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

ready data is collected three times a year (beginning of the year diagnostic, mid year, and end of year). Growth monitoring assessments are also schedule to gauge student ongoing progress in math and ELA. Science assessemets 5th grade (beg.middle end) in addition to mini-benchmarks throught the year (Grade 2-5)

Go Math chapter tests

Journeys weekly assessments (e.g.cold reads)

6 Brain Battle assessment and 3 diagnostic assessments (reading)

Benchmark assessment (three times a year)

Monthly writing prompts

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

Student progress is being monitored and discussed during PLC meetings with individual grade levels and instructional coaches, RtI meetings and Data Chat meetings.

Individual student data/goal setting folders

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

Classroom teachers attend to students' different learning styles by implementing Universal Designs for Learning for effective instruction:

Posted lesson goals

Assignment options

Flexible work spaces

Ongoing feedback to students

Variety of materials (audio, visual, manipulatives, digital text)

Small group instruction (math/reading)

variety of activities in learning centers

****Administration visits classroom formally and informally to ensure UDL is implemented and best instructional practices are used in daily teaching.**

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

Reading coach works collaboratively with classroom teachers to offer support and guidance through modeling, coaching, and ongoing professional development opportunities.

Classroom teachers attend district professional development workshops such as Balanced Literacy, Guided Reading, etc.

Ongoing administration observation in classrooms

Data Chat/PLC meetings to gather student data and ensure instructional focus calendar is followed

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

Core instruction: Journeys, Leveled Readers

Supplemental: iReady performance coach, iReady support coach, LAFS Ready books

Intervention: LLI, Phonics for Reading, Super QAR, iReady Tool Box, Scholastics non fiction instructional cards (aligned with BAS)

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

*****See SEL plan**

Each month students participate in week long activities that are aligned with SEL goals and standards such as Gratitude Week, Friendship Week, Leadership Week and others.

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

Each month students participate in week long activities that are aligned with SEL goals and standards such as Gratitude Week , Friendship Week, Leadership Week and others.

Classroom teachers facilitate specific lessons using research based curriculum that address the five competencies of Social Emotional Learning. Additionally, school wide events and activities throughout the year support the competency on an on going basis.

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

**See attached SEL plan

- Caught Being Good Program
- Kids of Character
- School -based mentoring program
- Monthly school wide initiative (e.g. Peace Week)
- Zone of Regulation support groups
- Sanford Harmony curriculum Grades PK-2

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Tutoring Camps - Before/After School	Coaches	4/30/2019	None	\$2,070.00

School Improvement Plan (SIP)

School Name Silver Lakes ES (3371)

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
Fourth Grade	Tuesday	2nd3rd4th	9/12/2018 - 5/22/2019	2:10 PM - 2:50 PM	4
Fifth Grade	Tuesday	2nd3rd4th	9/12/2018 - 5/22/2019	2:10 PM - 2:50 PM	5
Second Grade	Tuesday	2nd3rd4th	9/12/2018 - 5/22/2019	2:10 PM - 2:50 PM	2
Third Grade	Tuesday	2nd3rd4th	9/12/2018 - 5/22/2019	2:10 PM - 2:50 PM	3
First Grade	Tuesday	2nd3rd4th	9/12/2018 - 5/22/2019	2:10 PM - 2:50 PM	1
Kindergarten	Tuesday	2nd3rd4th	9/12/2018 - 5/22/2019	2:10 PM - 2:50 PM	Pre K, K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	58	24.10	0.00	0.00	27.60	8.60
01	82	9.80	1.20	0.00	9.80	2.40
02	70	8.60	0.00	0.00	21.40	4.30
03	78	10.30	1.30	0.00	9.00	0.00
04	87	11.50	0.00	0.00	14.90	5.70
05	85	11.80	2.40	0.00	22.40	4.70

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

RtI is implemented as a leveled or tiered approach to instructional delivery that includes interventions of increasingly higher intensity that are based on students needs. Assessment data gathered during Data Chats and PLC's provides the evidence of student learning, and based on this information, decisions are made about the most appropriate instruction, including interventions, that will help a student learn. Bi-monthly RtI meetings are scheduled to address teacher concerns. Progress monitoring of intervention effectiveness and ongoing teacher support is provided by CPS team members.

In addition to ongoing data collection practices and communication with teachers regarding student progress during monthly data chat meetings, our school implements a variety of **mentoring programs** to assist students identified by the early warning system. These programs include Teachers as Mentors (teachers mentoring students), Flamingo Friends (peer mentoring with cluster students), and BEST Lunch (lunch time with a support staff member).

Teacher interventions/strategies during instructional time include:

- * Small group instruction
- * Scaffolding
- * Activating Prior Knowledge
- * Modeling/Demonstration
- * Performance Feedback
- * Progress Monitoring
- * Peer/Buddy Tutor
- * Center Activities
- * Cooperative/Collaborative Groups
- * Flexible Skill Groups
- * Graphic Organizers/Thinking Maps
- * Technology

Additional academic support is offered to struggling students by facilitating **pull out and push in programs** in addition to **Targeted academic enrichment camps**.

Attendance concerns also follow a three tiered approach (see description below). Each tier calls for a different level of intensity that is based on student need. This includes collaboration with teachers, guidance, administration, and school social worker.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd	9/18/2018 - 4/30/2019	8:30 AM - 2:50 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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Self-Assessment Ratings	

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
5	428	43 of 149	1	81	162

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 SES Band Data, our area of focus will be lower quartile mathematics due to significant drop in lower quartile learning gains from 16/17 - 17/18.

By May 2019, 68% of lowest quartile mathematics students in grades 4 and 5 will meet their typical growth target. *Baseline: For 2017-2018, 57% of these students met their target growth goal.*

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 Focused and Authentic PLCs

Collaboration between instructional coaches and classroom teachers to offer support and modeling of best instructional practices. Instructional coaches meet monthly with classroom teachers to facilitate PLC meetings to address mathematics, reading and science. Student data is evaluated and instruction is targeted to meet individual student needs.

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

Collaboration between instructional coaches and classroom teachers to offer support and modeling of best instructional practices. Instructional coaches meet monthly with classroom teachers to facilitate PLC meetings to address mathematics, reading and science. Student data is evaluated and instruction is targeted to meet individual student needs.

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

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Go Math chapter tests

Journeys weekly assessments (e.g.cold reads)

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Benchmark assessment (three times a year)

Monthly writing prompts

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

Student progress is being monitored and discussed during PLC meetings with individual grade levels and instructional coaches, RtI meetings and Data Chat meetings.

Individual student data/goal setting folders

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

Classroom teachers attend to students' different learning styles by implementing Universal Designs for Learning for effective instruction:

Posted lesson goals

Assignment options

Flexible work spaces

Ongoing feedback to students

Variety of materials (audio, visual, manipulatives, digital text)

Small group instruction (math/reading)

variety of activities in learning centers

****Administration visits classroom formally and informally to ensure UDL is implemented and best instructional practices are used in daily teaching.**

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

Reading coach works collaboratively with classroom teachers to offer support and guidance through modeling, coaching, and ongoing professional development opportunities.

Classroom teachers attend district professional development workshops such as Balanced Literacy, Guided Reading, etc.

Ongoing administration observation in classrooms

Data Chat/PLC meetings to gather student data and ensure instructional focus calendar is followed

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

Core instruction: Journeys, Leveled Readers

Supplemental: iReady performance coach, iReady support coach, LAFS Ready books

Intervention: LLI, Phonics for Reading, Super QAR, iReady Tool Box, Scholastics non fiction instructional cards (aligned with BAS)

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

*****See SEL plan**

Each month students participate in week long activities that are aligned with SEL goals and standards such as Gratitude Week, Friendship Week, Leadership Week and others.

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

Each month students participate in week long activities that are aligned with SEL goals and standards such as Gratitude Week , Friendship Week, Leadership Week and others.

Classroom teachers facilitate specific lessons using research based curriculum that address the five competencies of Social Emotional Learning. Additionally, school wide events and activities throughout the year support the competency on an on going basis.

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

**See attached SEL plan

- Caught Being Good Program
- Kids of Character
- School -based mentoring program
- Monthly school wide initiative (e.g. Peace Week)
- Zone of Regulation support groups
- Sanford Harmony curriculum Grades PK-2

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Tutoring Camps - Before/After School	Coaches	4/30/2019	None	\$2,070.00

School Improvement Plan (SIP)

School Name Silver Shores ES (3581)

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
3581 ELA K, 3581 ELA 1, 3581 ELA 3, 3581 ELA 5, 3581 Math 2, 3581 Math 4, 3581 ELA Pre K	Tuesday	1st2nd4th	9/25/2018 - 5/14/2019	2:20 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

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	66	19.70	0.00	0.00	33.30	6.10
01	60	6.70	0.00	0.00	20.00	3.30
02	57	8.80	0.00	0.00	26.30	0.00
03	70	10.00	0.00	0.00	20.00	7.10
04	113	12.40	0.00	0.00	15.90	2.70
05	80	11.30	0.00	0.00	25.00	3.80

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

Rtl is implemented as a leveled or tiered approach to instructional delivery that includes interventions of increasingly higher intensity that are based on students needs. Assessment data gathered during Data Chats and PLC's provides the evidence of student learning, and based on this information, decisions are made about the most appropriate instruction, including interventions, that will help a student learn. Bi-monthly Rtl meetings are scheduled to address teacher concerns. Progress monitoring of intervention effectiveness and ongoing teacher support is provided by CPS team members.

In addition to ongoing data collection practices and communication with teachers regarding student progress during monthly data chat meetings, our school implements a variety of **mentoring programs** to assist students identified by the early warning system. These programs include Teachers as Mentors (teachers mentoring students), Flamingo Friends (peer mentoring with cluster students), and BEST Lunch (lunch time with a support staff member).

Teacher interventions/strategies during instructional time include:

- * Small group instruction
- * Scaffolding
- * Activating Prior Knowledge
- * Modeling/Demonstration
- * Performance Feedback
- * Progress Monitoring
- * Peer/Buddy Tutor

- * Center Activities
- * Cooperative/Collaborative Groups
- * Flexible Skill Groups
- * Graphic Organizers/Thinking Maps
- * Technology

Additional academic support is offered to struggling students by facilitating **pull out and push in programs** in addition to **Targeted academic enrichment camps**.

Attendance concerns also follow a three tiered approach (see description below). Each tier calls for a different level of intensity that is based on student need. This includes collaboration with teachers, guidance, administration, and school social worker.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	2nd, 3rd	9/24/2018 - 4/22/2019	8:00 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<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
1819-Open-House-Presentation_JML.pptx		10/1/2018
1819-Pre-Planning---DAY-1_08082018_FINAL.pptx		10/1/2018
1819-K-RoundUp_04042018.pptx		10/1/2018

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date

File Name	Meeting Month	Document Type	Uploaded Date
SilverShoresES_SAF_Agenda_Sign-in_09112018.pdf	September	None	10/18/2018
3581_SilverShoresES_Committee-Membership_2018-19.pdf	October	None	10/11/2018
3581_SilverShoresES_Agenda_Sign-in_Minutes_091118.pdf	September	Monitored	10/11/2018
3581_SilverShoresES_2018-19_SAC_Meeting_Schedule.docx	September	None	9/17/2018
3581_SilverShoresES_SAC_2018-19_ByLaws.pdf	September	SAC ByLaws	9/17/2018

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
6	371	100 of 118	1	100	199

Goals

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

Our school grade went down last year because of our learning gains. Math, in particular, took the biggest hit. Therefore, we will focus on Math, while still continuing to close the gap in phonics and vocabulary.

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?

PLC's and RtI

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

Our PLC's will continue to focus on data to drive instruction to ensure that a strong Tier 1 standards-based instruction is being implemented. In addition, our RtI students will receive research-based interventions in the area of math fluency to strengthen our students basic math skills

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

Admin reviews Spiral Math weekly, in addition to reviewing iReady Math diagnostic and Standards-Mastery assessments. In addition, we will be implementing weekly fluency speed drills to increase student stamina and muscle memory.

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

Students will receive additional support and small-group instruction, in addition to weekly fluency speed drills.

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 Walkthroughs and focused walk-throughs with specific feedback to teachers, participating in grade level PLC's, district visits, CADRE meetings with walkthroughs and specific feedback.

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

Classroom Walkthroughs and focused walk-throughs with specific feedback to teachers, evidence of common planning, grade-level data review based on assessments, and teacher-led data chats

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 grade levels use the Florida Standards; iReady LAFS and MAFS and Diagnostc and Standards Mastery; STAR Reading assessment and Accelerated Reader, Journeys, GO-Math, Reflex Math, and Spiral Math; and STEMscopes Science kits with Science A-Z leveled readers.

Primary grades are using LLI (teachers are being trained).

The District has purchased a Leveled Library, which we are waiting to be delivered

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

Whole-School implementation of the SEL curriculum; Start With Hello, Fill A Bucket, and Silver Shores Elementary School's "How Are You Feeling Today," with students identifying their feelings on the Mood Meter.

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

Teachers imbed the curriculum into their daily lessons; our guidance counselor meets with the grade levels to review the competencies in assemblies.

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

By asking students how they are feeling daily, then choosing a word on the Mood Meter that best describes their feelings at the moment.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
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Strategies	Persons responsible	Deadline	Professional Development	Budget
We will use iReady MAFS and online learning system for Tier 1 instruction; REflex math to improve math fluency; and Spiral Math to ensure students are continually exposed to all math standards on a weekly rotating basis	Teachers, Literacy Coach, Administration	6/7/2019	Standards-Based Math Instruction; Reflex math Webinar	Aftercare budget funding
We will implement components of balanced literacy, i-Ready, and standards-based instruction.	Kindergarten teachers, Literacy Coach, Administration	6/7/2019	Using BAS results to inform instruction, Small group guided reading, balanced literacy	Aftercare budget funding
PLC data-based conversations, BAS, i-Ready, standards-based instruction	Teachers, Literacy Coach, Administration	6/6/2019	Using BAS results to inform instruction, small group guided reading, balanced literacy, text-based writing	Aftercare budget funding

School Improvement Plan (SIP)

School Name Silver Shores ES (3581)

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
3581 ELA K, 3581 ELA 1, 3581 ELA 3, 3581 ELA 5, 3581 Math 2, 3581 Math 4, 3581 ELA Pre K	Tuesday	1st2nd4th	9/25/2018 - 5/14/2019	2:20 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

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	66	19.70	0.00	0.00	33.30	6.10
01	60	6.70	0.00	0.00	20.00	3.30
02	57	8.80	0.00	0.00	26.30	0.00
03	70	10.00	0.00	0.00	20.00	7.10
04	113	12.40	0.00	0.00	15.90	2.70
05	80	11.30	0.00	0.00	25.00	3.80

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

Rtl is implemented as a leveled or tiered approach to instructional delivery that includes interventions of increasingly higher intensity that are based on students needs. Assessment data gathered during Data Chats and PLC's provides the evidence of student learning, and based on this information, decisions are made about the most appropriate instruction, including interventions, that will help a student learn. Bi-monthly Rtl meetings are scheduled to address teacher concerns. Progress monitoring of intervention effectiveness and ongoing teacher support is provided by CPS team members.

In addition to ongoing data collection practices and communication with teachers regarding student progress during monthly data chat meetings, our school implements a variety of **mentoring programs** to assist students identified by the early warning system. These programs include Teachers as Mentors (teachers mentoring students), Flamingo Friends (peer mentoring with cluster students), and BEST Lunch (lunch time with a support staff member).

Teacher interventions/strategies during instructional time include:

- * Small group instruction
- * Scaffolding
- * Activating Prior Knowledge
- * Modeling/Demonstration
- * Performance Feedback
- * Progress Monitoring
- * Peer/Buddy Tutor

- * Center Activities
- * Cooperative/Collaborative Groups
- * Flexible Skill Groups
- * Graphic Organizers/Thinking Maps
- * Technology

Additional academic support is offered to struggling students by facilitating **pull out and push in programs** in addition to **Targeted academic enrichment camps**.

Attendance concerns also follow a three tiered approach (see description below). Each tier calls for a different level of intensity that is based on student need. This includes collaboration with teachers, guidance, administration, and school social worker.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	2nd, 3rd	9/24/2018 - 4/22/2019	8:00 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
1819-Open-House-Presentation_JML.pptx		10/1/2018
1819-Pre-Planning---DAY-1_08082018_FINAL.pptx		10/1/2018
1819-K-RoundUp_04042018.pptx		10/1/2018

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date

File Name	Meeting Month	Document Type	Uploaded Date
SilverShoresES_SAF_Agenda_Sign-in_09112018.pdf	September	None	10/18/2018
3581_SilverShoresES_Committee-Membership_2018-19.pdf	October	None	10/11/2018
3581_SilverShoresES_Agenda_Sign-in_Minutes_091118.pdf	September	Monitored	10/11/2018
3581_SilverShoresES_2018-19_SAC_Meeting_Schedule.docx	September	None	9/17/2018
3581_SilverShoresES_SAC_2018-19_ByLaws.pdf	September	SAC ByLaws	9/17/2018

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
6	371	100 of 118	1	100	199

Goals

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

Our school grade went down last year because of our learning gains. Math, in particular, took the biggest hit. Therefore, we will focus on Math, while still continuing to close the gap in phonics and vocabulary.

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?

PLC's and RtI

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

Our PLC's will continue to focus on data to drive instruction to ensure that a strong Tier 1 standards-based instruction is being implemented. In addition, our RtI students will receive research-based interventions in the area of math fluency to strengthen our students' basic math skills.

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

Admin reviews Spiral Math weekly, in addition to reviewing iReady Math diagnostic and Standards-Mastery assessments. In addition, we will be implementing weekly fluency speed drills to increase student stamina and muscle memory.

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

Students will receive additional support and small-group instruction, in addition to weekly fluency speed drills.

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 Walkthroughs and focused walk-throughs with specific feedback to teachers, participating in grade level PLC's, district visits, CADRE meetings with walkthroughs and specific feedback.

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

Classroom Walkthroughs and focused walk-throughs with specific feedback to teachers, evidence of common planning, grade-level data review based on assessments, and teacher-led data chats

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 grade levels use the Florida Standards; iReady LAFS and MAFS and Diagnostic and Standards Mastery; STAR Reading assessment and Accelerated Reader, Journeys, GO-Math, Reflex Math, and Spiral Math; and STEMscopes Science kits with Science A-Z leveled readers.

Primary grades are using LLI (teachers are being trained).

The District has purchased a Leveled Library, which we are waiting to be delivered

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

Whole-School implementation of the SEL curriculum; Start With Hello, Fill A Bucket, and Silver Shores Elementary School's "How Are You Feeling Today," with students identifying their feelings on the Mood Meter.

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

Teachers imbed the curriculum into their daily lessons; our guidance counselor meets with the grade levels to review the competencies in assemblies.

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

By asking students how they are feeling daily, then choosing a word on the Mood Meter that best describes their feelings at the moment.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
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Strategies	Persons responsible	Deadline	Professional Development	Budget
We will use iReady MAFS and online learning system for Tier 1 instruction; REflex math to improve math fluency; and Spiral Math to ensure students are continually exposed to all math standards on a weekly rotating basis	Teachers, Literacy Coach, Administration	6/7/2019	Standards-Based Math Instruction; Reflex math Webinar	Aftercare budget funding
We will implement components of balanced literacy, i-Ready, and standards-based instruction.	Kindergarten teachers, Literacy Coach, Administration	6/7/2019	Using BAS results to inform instruction, Small group guided reading, balanced literacy	Aftercare budget funding
PLC data-based conversations, BAS, i-Ready, standards-based instruction	Teachers, Literacy Coach, Administration	6/6/2019	Using BAS results to inform instruction, small group guided reading, balanced literacy, text-based writing	Aftercare budget funding

School Improvement Plan (SIP)

School Name Sunset Lakes ES (3661)

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
Math 5	Tuesday	2nd4th	8/22/2018 - 5/14/2019	2:00 PM - 3:00 PM	5
Reading K-2 Thinking Maps	Tuesday	2nd4th	8/22/2018 - 5/14/2019	2:00 PM - 3:00 PM	K, 1, 2
Language PK	Tuesday	2nd4th	8/22/2018 - 5/14/2019	2:00 PM - 3:00 PM	Pre K
Science K-2	Tuesday	2nd	8/22/2018 - 5/14/2019	2:00 PM - 3:00 PM	K, 1, 2
Writing K-2	Tuesday	2nd4th	8/22/2018 - 5/14/2019	2:00 PM - 3:00 PM	K, 1, 2
Writing 3	Tuesday	2nd4th	8/22/2018 - 5/14/2019	2:00 PM - 3:00 PM	3
Writing 4	Tuesday	2nd4th	8/22/2018 - 5/14/2019	2:00 PM - 3:00 PM	4

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Math K-2 Growth Mindset	Tuesday	2nd4th	8/22/2018 - 5/14/2019	2:00 PM - 3:00 PM	K, 1, 2

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	138	5.10	0.00	0.00	9.40	0.70
01	150	9.30	0.70	0.00	20.00	0.70
02	158	10.80	0.00	0.00	7.60	0.00
03	136	8.10	0.70	0.00	10.30	1.50

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
04	176	10.80	0.00	0.00	8.00	1.10
05	158	9.50	0.00	0.00	16.50	3.20

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

Sunset Lakes Elementary provides the following interventions for students identified by the early warning system:

- iReady- Reading and Math
- SmartyAnts
- Phonics for Reading
- QAR
- Support Coach- Reading and Math
- GO Math Reteach- Math
- Achieve 3,000
- 6 Minute Solutions- Reading Fluency

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
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File Name	Meeting Month	Document Type	Uploaded Date
SACCompositionUpdate.pdf	October	Monitored	11/6/2018
SACAgendaFunds.docx	November	A+ Funds	11/5/2018
SACSignInAPlus.pdf	November	A+ Funds	11/5/2018
SAFSignInOctober.pdf	October	Monitored	10/25/2018
SACMinutesSeptember.docx	October	Monitored	10/25/2018
SACSignInOctober2.pdf	October	Monitored	10/25/2018
SACSignInOctober.pdf	October	Monitored	10/25/2018
SACAgendaOctober.doc	October	Monitored	10/25/2018
SAFAgendaOctober.docx	October	Monitored	10/25/2018
SACAgendaSignInSeptember.pdf	September	Monitored	10/23/2018
SAFAgendaSignInSeptember.pdf	September	Monitored	10/23/2018
SACMeetingSchedule.docx	September	Monitored	10/23/2018
SACByLaws.pdf	September	SAC ByLaws	10/23/2018
SAF-Bylaw-Template.docx	September	SAF 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
8	433	64 of 96	-433	80	159

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?

Due to a significant decrease in fifth grade Math Proficiency, Sunset Lakes will focus on improving student achievement in Math. The specific area we are targeting is Measurement and Data.

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

Sunset Lakes Elementary will analyze data differently:

- School-Wide iReady Diagnostic
- Fifth grade standards mastery
- Math Assessments: Beginning, Middle, and End
- Quarterly Data Chats K-4
- Fifth grade data PLC- biweekly

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

Teachers will meet with administration and support staff to discuss data. Support staff will attend curriculum meetings to assist in planning. Administration and support staff will conference with students regarding student performance. Lastly, there will be a new data implementation being used.

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

Sunset Lakes will use iReady diagnostic three times per year. In addition, BOY, MOY, and EOY math assessments. Teachers will use standard mastery based on grade-level curriculum map and Broward County Scope and Sequence.

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

Administration and support staff will conference with students who are under performing. Teachers will use Tier 2 and Tier 3 interventions to remediate in the classroom. High-risk fifth grade students have been identified and are receiving pull-out support based on need.

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

Teachers plan so that all students have access to grade-level curriculum, while meeting in small group to remediate and close the achievement gap.

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

Teachers plan as a grade level in order to ensure that the rigor of each standard is met through Tier 1 instruction, using a variety of resources.

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?

Programs:

- K-5 Journey's
- K-3 SmartyAnts- Phonics
- 2-5 Achieve 3,000- Comprehension
- 2-5 Newsela
- K-5 Scholastic Level Book Room
- Performance Coach
- iReady Toolkit
- iReady Instruction (5th Grade)

Interventions:

- Phonics for Reading
- Great Leaps
- 6 Minute Solutions
- Support Coach
- iReady Instruction- K-4 RTI students only

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

The school guidance counselor has implemented guidance groups based on the K-12 Evidence Model. Groups will meet once a week during lunch time to develop social and emotional goals. Other mentor groups include the Listener Program, Team Trend Setters, and Patriot Pals.

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

The five competencies of the Social Emotional Learning are explicitly taught and integrated school-wide and in the classroom through morning announcements provided by the school guidance counselor, weekly challenges to promote kindness, and small- group instruction that focuses on key cognitive, social, and self-management skills.

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

- Listener Program
- Team Trend Setters
- Patriot Pals
- Sandy Hook Promise- "Start With Hello"

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Interactive Math Walls, Open-Ended Math Tasks, Project-Based Learning, iReady Standards Mastery, Student Conferencing, and Math Club	Support Staff	6/4/2019	Professional Learning Communities (PLC's)	School Budget

School Improvement Plan (SIP)

School Name Sunshine ES (1171)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
5th Grade English Language Arts	Thursday	1st3rd5th	9/20/2018 - 5/23/2019	2:15 PM - 3:00 PM	5
4th Grade English Language Arts	Thursday	1st3rd5th	9/20/2018 - 5/23/2019	2:15 PM - 3:00 PM	4
3rd Grade - English Language Arts	Thursday	1st3rd5th	9/20/2018 - 5/23/2019	2:15 PM - 3:00 PM	3
2nd Grade - English Language Arts	Thursday	1st3rd5th	9/20/2018 - 5/23/2019	2:15 PM - 3:00 PM	2
1st Grade - English Language Arts	Thursday	1st3rd5th	9/20/2018 - 5/23/2019	2:15 PM - 3:00 PM	1
Kindergarten - English Language Arts	Thursday	1st3rd5th	9/20/2018 - 5/23/2019	2:15 PM - 3:00 PM	K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	101	18.80	0.00	0.00	37.60	8.90
01	99	18.20	0.00	0.00	36.40	9.10
02	106	18.90	0.00	0.00	29.20	8.50
03	124	8.90	0.80	0.00	25.80	2.40
04	105	10.50	1.00	0.00	19.00	2.90
05	100	9.00	1.00	0.00	15.00	1.00

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

All students are given the core curriculum which is tier one instruction and we also utilize the Multi-Tiered System of Support to meet the needs of students who struggle with Tier one instruction.

We assess our students utilizing a diagnostic test at the beginning of the school year. Students in k-5 are assessed via multiple assessments such as i-Ready, Journeys pre-test, FLKRS and the BAS

assessment. For screening in Math we use the prerequisite skills inventory for students in grades K - 5.

Next we target the students based on the initial program such as Journey's to support tier one. We then add additional support for tier two and tier three interventions for select students by utilizing supplemental materials such as the writing reader, Journeys Toolkit, Quick Reads, Phonics for Readings, Foundations, Wilsons Foundations K-3, and Leveled Literacy Interventions, Go Math Strategic and Intensive Interventions, LearnZillion, Versitiles, I-Ready and manipulatives.

Once we identify the programs and supplements we focus on time, double dosing and frequency and through differentiation of instruction through the integration of technology.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday		9/19/2018 - 6/1/2019	8:15 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
sac-meeting-dates.docx	September	None	10/20/2018
2018---2019-SAC-ByLaws.pdf	September	SAC ByLaws	10/20/2018
Committee-Membership.html	September	None	10/20/2018
saf-october.docx	October	None	10/20/2018
saf-september.docx	September	SAF ByLaws	10/20/2018
Oct.-SAC-Meeting-10-3-18.pdf	October	Monitored	10/8/2018

File Name	Meeting Month	Document Type	Uploaded Date
Sept.-SAC-Meeting-9-5-18.pdf	September	SAC ByLaws	10/8/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	432	47 of 717	1	82	163

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 upon the results of the 2017 - 2018 Florida Standards Assessments, it was determined that only 59% of our 3rd, 4th and 5th grade students were proficient on the English Language Arts component of the FSA. In comparison to our math data that showed that 70% of our students in grades 3rd, 4th and 5th were proficient in mathematics. After conducting an analysis of last year's FSA data, it was determined that as a school our focus will be on English Language Arts for the 2018 - 2019 school year. By ensuring that we utilize Balanced Literacy model with fidelity, streamline our Tier 2 and Tier 3 interventions and continue to build capacity with our staff on how to utilize and monitor students assessment data and tools to enhance instruction.

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 - A Focused and Authentic PLC

Best Practice #4 - Scaling Up Best Practices

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

The BEST practices will be scaled-up by providing our instructional staff opportunities to participate in professional learning communities aligned to the ELA standards with an emphasis on Balanced Literacy through conceptual topics. During these sessions, BEST practices will be shared to enhance the teaching of quality Tier 1 literacy program. Teachers will utilize conceptual topics and spiral specific standards across the grade levels. Common assessments will be used to ensure validity and reliability of student results. Interventions will be put in place based upon student performance in each standard assessed. Identified students will receive a systematic intervention program monitored by RtT facilitator and support team.

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

School will monitor ELA and Math data through iReady diagnostic (3 times a year) and Standards Mastery every 15 - 20 days.
BAS for ELA will be collected quarterly in grades K-3 and 4th-5th grade students who received a Level 1-2 students in grade.

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

Utilizing the RTI process, teachers identify struggling students (behaviorally and academically) based on assessment students and are referred and monitored by the support team to ensure their progress. Academic camps will be provided for 3-5 grade students who are not at a proficient level according to collected data. In addition, support staff and administration will be administering double-doses of instruction for both ELA and Math beginning in October.

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

Through grade level planning, the needs of students that are on, below, and above grade level are addressed through the instructional cycle. (Remediation, Intervention, Differentiation, Acceleration)

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

Through the use of grade level Instructional Cycles and as part of the focused PLC, all teachers ensure that classroom instruction is delivered at a rigorous level to meet the needs of all students.

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

Core texts utilized in K-5 classrooms to instruct ELA will be as follows: Journeys, Leveled Readers, content area anchor texts, Journeys Write-In Reader, Phonics for Reading, Great Leaps, Primary Phonics, Touch Math, Foundations, and Quick Reads.

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

Small groups are taking place in which students are learning Social and Emotional Learning Standards. Students are being taught to cooperate with each other, and express their emotions in a healthy way.

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

The five competencies of the Social Emotional Learning are being integrated in the classroom by facilitating small groups and activities.

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

The school promotes respect, responsibility and a safe and nurturing environment. Teachers and staff encourage students to work in partnership, while making a connection. Working with a partner helps kids learn to cooperate and builds community in your classroom.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
	Elaina Elhefnawy, Reading Coach	10/13/2018	Canvas Training	\$1,404.00

School Improvement Plan (SIP)

School Name Sunshine ES (1171)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
5th Grade English Language Arts	Thursday	1st3rd5th	9/20/2018 - 5/23/2019	2:15 PM - 3:00 PM	5
4th Grade English Language Arts	Thursday	1st3rd5th	9/20/2018 - 5/23/2019	2:15 PM - 3:00 PM	4
3rd Grade - English Language Arts	Thursday	1st3rd5th	9/20/2018 - 5/23/2019	2:15 PM - 3:00 PM	3
2nd Grade - English Language Arts	Thursday	1st3rd5th	9/20/2018 - 5/23/2019	2:15 PM - 3:00 PM	2
1st Grade - English Language Arts	Thursday	1st3rd5th	9/20/2018 - 5/23/2019	2:15 PM - 3:00 PM	1
Kindergarten - English Language Arts	Thursday	1st3rd5th	9/20/2018 - 5/23/2019	2:15 PM - 3:00 PM	K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	101	18.80	0.00	0.00	37.60	8.90
01	99	18.20	0.00	0.00	36.40	9.10
02	106	18.90	0.00	0.00	29.20	8.50
03	124	8.90	0.80	0.00	25.80	2.40
04	105	10.50	1.00	0.00	19.00	2.90
05	100	9.00	1.00	0.00	15.00	1.00

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

All students are given the core curriculum which is tier one instruction and we also utilize the Multi-Tiered System of Support to meet the needs of students who struggle with Tier one instruction.

We assess our students utilizing a diagnostic test at the beginning of the school year. Students in k-5 are assessed via multiple assessments such as i-Ready, Journeys pre-test, FLKRS and the BAS

assessment. For screening in Math we use the prerequisite skills inventory for students in grades K - 5.

Next we target the students based on the initial program such as Journey's to support tier one. We then add additional support for tier two and tier three interventions for select students by utilizing supplemental materials such as the writing reader, Journeys Toolkit, Quick Reads, Phonics for Readings, Foundations, Wilsons Foundations K-3, and Leveled Literacy Interventions, Go Math Strategic and Intensive Interventions, LearnZillion, Versitiles, I-Ready and manipulatives.

Once we identify the programs and supplements we focus on time, double dosing and frequency and through differentiation of instruction through the integration of technology.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday		9/19/2018 - 6/1/2019	8:15 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
sac-meeting-dates.docx	September	None	10/20/2018
2018---2019-SAC-ByLaws.pdf	September	SAC ByLaws	10/20/2018
Committee-Membership.html	September	None	10/20/2018
saf-october.docx	October	None	10/20/2018
saf-september.docx	September	SAF ByLaws	10/20/2018
Oct.-SAC-Meeting-10-3-18.pdf	October	Monitored	10/8/2018

File Name	Meeting Month	Document Type	Uploaded Date
Sept.-SAC-Meeting-9-5-18.pdf	September	SAC ByLaws	10/8/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	432	47 of 717	1	82	163

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 upon the results of the 2017 - 2018 Florida Standards Assessments, it was determined that only 59% of our 3rd, 4th and 5th grade students were proficient on the English Language Arts component of the FSA. In comparison to our math data that showed that 70% of our students in grades 3rd, 4th and 5th were proficient in mathematics. After conducting an analysis of last year's FSA data, it was determined that as a school our focus will be on English Language Arts for the 2018 - 2019 school year. By ensuring that we utilize Balanced Literacy model with fidelity, streamline our Tier 2 and Tier 3 interventions and continue to build capacity with our staff on how to utilize and monitor students assessment data and tools to enhance instruction.

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 - A Focused and Authentic PLC

Best Practice #4 - Scaling Up Best Practices

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

The BEST practices will be scaled-up by providing our instructional staff opportunities to participate in professional learning communities aligned to the ELA standards with an emphasis on Balanced Literacy through conceptual topics. During these sessions, BEST practices will be shared to enhance the teaching of quality Tier 1 literacy program. Teachers will utilize conceptual topics and spiral specific standards across the grade levels. Common assessments will be used to ensure validity and reliability of student results. Interventions will be put in place based upon student performance in each standard assessed. Identified students will receive a systematic intervention program monitored by RtT facilitator and support team.

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

School will monitor ELA and Math data through iReady diagnostic (3 times a year) and Standards Mastery every 15 - 20 days.
BAS for ELA will be collected quarterly in grades K-3 and 4th-5th grade students who received a Level 1-2 students in grade.

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

Utilizing the RTI process, teachers identify struggling students (behaviorally and academically) based on assessment students and are referred and monitored by the support team to ensure their progress. Academic camps will be provided for 3-5 grade students who are not at a proficient level according to collected data. In addition, support staff and administration will be administering double-doses of instruction for both ELA and Math beginning in October.

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

Through grade level planning, the needs of students that are on, below, and above grade level are addressed through the instructional cycle. (Remediation, Intervention, Differentiation, Acceleration)

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

Through the use of grade level Instructional Cycles and as part of the focused PLC, all teachers ensure that classroom instruction is delivered at a rigorous level to meet the needs of all students.

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

Core texts utilized in K-5 classrooms to instruct ELA will be as follows: Journeys, Leveled Readers, content area anchor texts, Journeys Write-In Reader, Phonics for Reading, Great Leaps, Primary Phonics, Touch Math, Foundations, and Quick Reads.

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

Small groups are taking place in which students are learning Social and Emotional Learning Standards. Students are being taught to cooperate with each other, and express their emotions in a healthy way.

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

The five competencies of the Social Emotional Learning are being integrated in the classroom by facilitating small groups and activities.

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

The school promotes respect, responsibility and a safe and nurturing environment. Teachers and staff encourage students to work in partnership, while making a connection. Working with a partner helps kids learn to cooperate and builds community in your classroom.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
	Elaina Elhefnawy, Reading Coach	10/13/2018	Canvas Training	\$1,404.00